Undergraduate

Catalogue 2009–2010

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Undergraduate
Catalogue 2009–2010

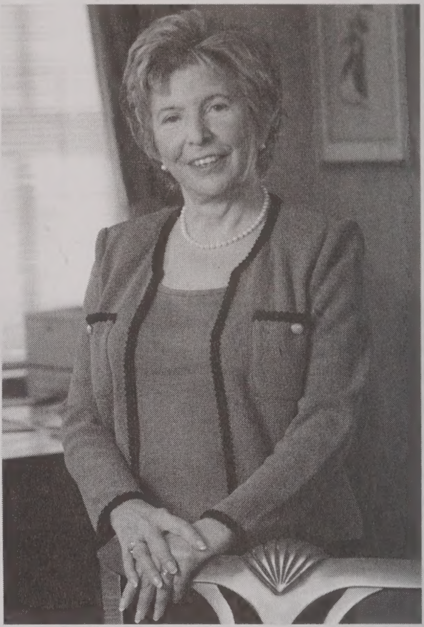
Communication
and the Arts

Information in this bulletin is accurate as of July 1, 2009, unless otherwise specified. The College reserves the right to change any provision and requirement in this catalogue at any time within the student's term of residence. The College specifically reserves the right to change its tuition rates and other financial charges. The College also reserves the right to rearrange its courses and class hours, to drop courses for which registration falls below the required minimum enrollment, and to change teaching assignments.

For further information, contact:

Office of Undergraduate Admission
Emerson College
120 Boylston Street
Boston, MA 02116-4624

Telephone: 617-824-8600
Fax: 617-824-8609
Email: admission@emerson.edu
Web: emerson.edu



President Jacqueline Liebergott

College Mission Statement

Emerson College educates students to assume positions of leadership in communication and the arts and to advance scholarship and creative work that brings innovation, depth, and diversity to these disciplines.

This mission is informed by core liberal arts values that seek to promote civic engagement, encourage ethical practices, foster respect for human diversity, and inspire students to create and communicate with clarity, integrity, and conviction.

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2009–2010 Academic Calendar

Fall 2009

September 2	New Undergraduate international student move-in and Orientation
September 7	Labor Day observed (no classes held); new Undergraduate residence hall move-in begins
September 8	Faculty Institute; Undergraduate orientation continues
September 11	Last date to withdraw from Fall 2009 with a full refund
September 12, 13	Residence halls open for returning students
September 14	Classes begin at 8:00 am
September 25	Last day to register for Fall 2009 ($50 late fee assessed after this date)
October 12	Columbus Day observed (no classes held)
October 23–25	Family Weekend
October 30	First 7-week session ends
November 2	Second 7-week session begins
November 10	Veterans Day observed (no classes held)
November 24	Classes end at 9:45 pm
November 25	Residence halls close at 12:00 noon
November 25–29	Thanksgiving vacation (no classes held)
November 29	Residence halls open at 12:00 noon
November 30	Classes resume at 8:00 am
December 5	(Saturday) Makeup day**
December 18	Last day of regular instruction
December 19	Final examinations begin
December 20	(Sunday) Final exam conflict day**
December 21, 22	(Monday, Tuesday) Final examinations continue
December 22	Last day of Fall 2009 semester
December 23	Residence halls close at 12:00 noon
December 28	Fall 2009 grades due online by 2:00 am Eastern Time

Spring 2010

January 14	Residence hall move-in for new students; orientation for new Undergraduate students begins; new Graduate Orientation and registration
January 15	Last date to withdraw from Spring 2010 with a full refund
January 17, 18	Residence halls open for returning students at 12:00 noon on 1/17
January 18	Martin Luther King Jr. Day observed (no classes held)
January 19	Classes begin at 8:00 am
February 15	Presidents' Day observed (no classes held)
February 16	(Tuesday) Monday class schedule observed

March 5	First 7-week session ends; classes end at 9:45 pm
March 6	Residence halls close at 12:00 noon
March 6–14	Spring break (no classes held)
March 14	Residence halls open at 12:00 noon
March 15	Classes resume at 8:00 am; second 7-week session begins
April 19	Patriot's Day observed (no classes held)
April 21	(Wednesday) Monday class schedule observed
April 28	Last day of regular instruction
April 29, 30	Reading/Makeup day**
May 1	Final exam conflict day**
May 3–5	(Monday, Tuesday, Wednesday) Final examinations
May 10	Spring 2010 grades due online by 11:00 pm
May 10–21	May Intersession
May 17	Commencement (no classes held)
May 18	Residence halls close at 12:00 noon for students who graduated on May 17, 2010

Summer 2010

May 24	Full Summer and Summer Session I courses begin
May 31	Memorial Day observed (no classes held)
July 2	Summer Session I courses end at 9:45 pm
July 5	Independence Day observed (no classes held)
July 6	Summer Session II courses begin; Full Summer courses continue
July 7	Summer Session I grades due online by 11:00 pm
August 13	Full Summer and Summer Session II courses end at 9:45 pm
August 18	Grades for Full Summer and Summer Session II due online by 11:00 pm

** Additional Saturdays may be used for makeup days at the College's discretion. To make a classroom reservation for an individual class on a makeup day or for final exam conflict day, please email *registrar@emerson.edu*. If the College closes due to inclement weather, the College may use a Saturday to make up the day, and will notify the Emerson community in that event.

Policy of Emerson College Pertaining to Religious Observance
Students who are unable, because of religious beliefs, to attend class or participate in any examination, study-, or class-related activity on a particular day should contact their instructors ahead of time to facilitate their absence without prejudice.

History of the College

Founded in 1880 by Charles Wesley Emerson, noted preacher, orator, and teacher, Emerson has grown into a comprehensive college enrolling nearly 4,000 undergraduate and graduate students from 48 states and several dozen countries. The original concentration on oratory has evolved into specialization in the fields of communication; communication sciences and disorders; journalism; performing arts; visual and media arts; and writing, literature and publishing.

Since Emerson's founding, the elements of human communication—the spoken word, the written word, the gesture—have changed in both form and substance, and the media through which they flow have changed and multiplied. Radio, motion pictures, television, and the sciences of speech pathology and audiology have all evolved during the past century.

Throughout its history, Emerson College has shown the capacity to respond to and meet the needs of education in communication and the arts. Emerson was the first college in New England to establish an educational FM radio station (WERS in 1949), one of the first colleges in the nation to establish a program in children's theater (1919), and one of the first colleges in the nation to offer undergraduate programs in broadcasting (1937). Among its other pioneering achievements, Emerson offered professional-level training in speech pathology and audiology (1935); established a closed circuit television broadcast facility, WERS-TV (1955); and created a Bachelor of Fine Arts in film (1972).

Emerson today continues this tradition of innovation in communication and the arts. For example, in 1980 the College initiated a comprehensive graduate-level program in professional writing and publishing—the first such program in the nation specifically designed to meet the expressed needs of the publishing industry, and now offers the Master of Fine Arts in that field. More recently, Emerson began offering the PhD in Communication Disorders. The College is organized into two schools and an institute—a School of the Arts, a School of Communication, and an Institute for Liberal Arts and Interdisciplinary Studies.

Concurrent with programmatic evolutions and academic reorganizations, Emerson has continued to upgrade the technology and the facilities necessary to support the curriculum. Emerson's radio and television stations both offer webcasts in addition to traditional broadcasts, and the state-of-the-art Tufte Performance and Production Center opened in the fall of 2003. Since then, Emerson has opened two new residence halls and a campus center. The renovation of the Paramount Theatre and the completion of another new residence hall will be completed in 2010. Emerson's expansion into Boston's cultural district has brought it within a few city blocks of the site where the College was first located in 1880. This return to the College's roots has been accompanied by a renewal of its commitment to foster innovation and excellence in communication and the arts. Emerson College is fully accredited by the New England Association of Schools and College, Inc. and is a member of the Council of Graduate Schools.

Honorary Degrees and Awards

Emerson College awards the following honorary degrees: Doctor of Laws, Doctor of Humane Letters, Doctor of Literature, and Master of Arts. In addition to honorary degrees awarded through the College, the Musical Theatre Society confers the annual Leonidas A. Nickole Award of Distinction to an individual or individuals who have distinguished themselves as a role model in the field of American musical theater.

Phi Alpha Tau, the oldest communication arts honorary fraternity in the country, presents the Joseph E. Connor Award to any individual or individuals who have distinguished themselves in the field of communication.

The following is a partial list of recent recipients of honorary degrees and awards through the College.

Honorary Degree Recipients

Alan Alda
Edmund N. Ansin
Joseph R. Biden
Ian Bowles
Tom Brokaw
Art Buchwald
Carol Burnett
Michael E. Capuano
Christopher B. Cerf
Peggy Charren
Ted Cutler
Jean Picker Firstenberg
Miloš Forman
Tom Freston
Fred Friendly
David Gergen
Rebecca Newberger Goldstein
Henry Hampton
Doug A. Herzog
Leo J. Hindery Jr.
Gwen Ifill
Shoo Iwasaki
Gish Jen
James Earl Jones
John Kerry
Stanley Kunitz
Sherry Lansing
Norman Lear
Denis Leary
John Lewis
Thomas Lux
Peter G. Meade
Mayor Thomas Menino
Sue Miller
Patricial Edenfield Mitchell
Walter Mosley
Rod Parker
Thomas Payzant
Dith Prahn
Hal Prince

Fernando M. Reimers
Walter V. Robinson
Isabel Sanford
Andrew Sarris
Gerald Schoenfeld
Terry S. Semel
Rod Serling
Robert F.X. Sillerman
Robert A. Silverman
Lesley Stahl
Robert Steele
Evan Thomas
Donald Thurston
Kathleen Turner
Liv Ullmann
Blair Underwood
John Updike
Charles V. Willie
Henry Winkler

Leonidas A. Nickole Award of Distinction

(presented by the Musical Theatre Society)
Beatrice Arthur
Christine Baranski
Ann Baxter
Michael Bennett
Jerry Bock
Ray Bolger
Carol Channing
Martin Charnin
Victoria Clark
Betty Comden
Barbara Cook
Fred Ebb
Scott Ellis
Peter Gennaro
Jack Gilford
Adolph Green
Sheldon Harnick
Shirley Jones
John Kander
Michael John LaChiusa
James Lapine
Carol Lawrence
Lotte Lenya
Patti LuPone
Joe Masteroff
Donna McKechnie
David Merrick
Brian Stokes Mitchell
Jerry Mitchell
Robert Morse
Donna Murphy
Leonidas A. Nickole
Janis Paige
Bernadette Peters
Harold Prince
Ann Reinking
Stephen Schwartz
Stephen Sondheim
Susan Stroman
Charles Strouse
Julie Taymor
Ben Vereen

Phi Alpha Tau Joseph E. Connor Award

Yul Brynner
Walter Cronkite
Hugh Downs
Arthur Fiedler
Robert Frost
David Hartman
Elia Kazan
Thomas Leahy
Dennis Lehane
Keith Lockhart
Jack Lemmon
Edward R. Murrow
Carl Reiner
Robert Sarnoff
John Williams

Schools and Departments, Majors, Concentrations, and Minors

School of the Arts

Department of Performing Arts
- Acting; BFA
- Design/Technology; BFA
- Musical Theatre Performance; BFA
- Stage/Production Management; BFA
- Theatre Education; BA
- Theatre Studies; BA

Department of Visual and Media Arts

Media Production Track; BA, BFA
- Animation and Motion Media
- Cinematography/Videography
- Directing Narrative Fiction
- Documentary Production
- Experimental Narrative Fiction
- Film
- Interactive Media
- Post-Production
- Producing
- Radio
- Sound Design/Audio
- Studio Television Production
- Writing for Film and Television

Media Studies Track; BA

Department of Writing, Literature and Publishing

Writing, Literature and Publishing; BA, BFA

Minors Offered by the School of the Arts
- Dance
- Fiction
- Literature
- Music Appreciation
- Photography
- Poetry
- Publishing
- Visual Studies and the Arts
- Writing

School of Communication

Department of Communication Sciences and Disorders

Communication Disorders; BS

Department of Communication Studies
- Communication Studies; BS
- Political Communication: Leadership, Politics and Social Advocacy; BS

Department of Journalism
- Broadcast Journalism; BS
- Print and Multimedia Journalism; BS

Department of Marketing Communication

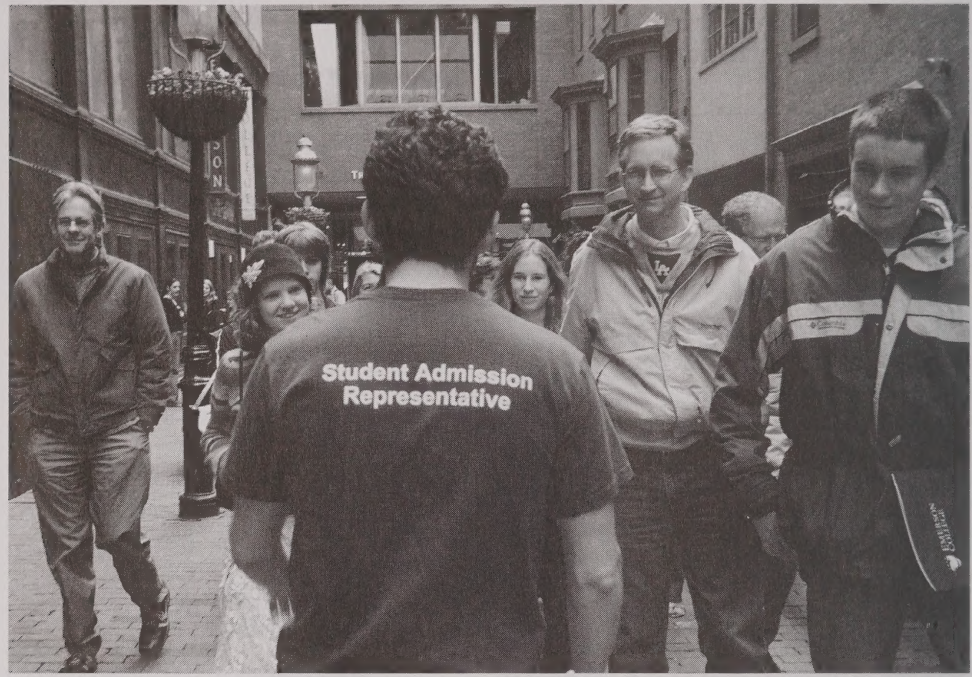
Marketing Communication: Advertising and Public Relations; BS

Minors Offered by the School of Communication
- Brain and Language
- Entrepreneurship
- Business Studies for Communications and the Arts
- Hearing and Deafness
- History
- Journalism
- Leadership and Management
- Marketing Communication
- Philosophy
- Political Communication
- Political Science
- Psychology
- Sociology
- Science

Institute for Liberal Arts and Interdisciplinary Studies
- Individually Designed Interdisciplinary Majors
- Honors Program

Minors Offered by the Institute
- Performance Studies
- Post-Colonial and Global Studies
- Women's and Gender Studies

Undergraduate Admission



Emerson College welcomes applications from students whose interests and abilities are compatible with a major in communication and the arts and who are well prepared to meet the challenges of a strong liberal arts curriculum. Admission is competitive. Selection is based upon academic promise as indicated by secondary-school performance, academic recommendations, writing competency, and standardized tests results, as well as personal qualities as demonstrated by extracurricular activities, community involvement, and leadership.

Emerson accepts the Common Application (*commonapp.org*) and requires an Application Supplement. Students interested in applying should contact the Office of Undergraduate Admission for a viewbook or go online to *emerson.edu/admission* to apply electronically, download application forms, and obtain information about visiting, admission requirements, and financial assistance.

Emerson College
Office of Undergraduate Admission
120 Boylston Street
Boston, MA 02116-4624
Telephone: 617-824-8600
Fax: 617-824-8609
Email: admission@emerson.edu
Web: emerson.edu/admission

Visiting Emerson

We invite prospective students and their families to visit Emerson and see the campus and facilities firsthand. Please contact the Admission Visitor Center at 10 Boylston Place or go online to *visit.emerson.edu* to view available tour dates and obtain directions.

Campus Tours and Information Sessions

Student-guided tours are conducted on weekdays and some Saturdays during the academic year (weekdays only during the summer). Optional information sessions follow a similar schedule and are led by an admission counselor. The schedule of available tour dates and times can be found online at *visit.emerson.edu*. Campus maps are available to students who are unable to participate at a time when tours are scheduled.

Interviews

The Admission Office does not conduct personal interviews; however, if you would like to meet with an admission counselor in an informal, non-evaluative setting, you are welcome to stop by the Admission Visitor Center (10 Boylston Place) anytime during business hours, Monday through Friday.

Fall Open House for Seniors

Two open house programs for high school seniors and their parents are conducted on campus in the fall, one each in October and November. Specific program information is posted on our website in August.

Transfer Student Open House

An open house program specifically for transfer students is conducted on campus each February. Program information is posted on our website in December.

First-Year Admission

Emerson welcomes applications from students with strong academic and personal qualities. The academic preparation for successful candidates should include four years of English and three years each of mathematics, science, social science, and a single foreign language. The admission committee is interested in how students have challenged themselves academically, balancing hard work with extracurricular activities.

Candidates for first-year admission must submit the following material by the appropriate application deadline:

- The Common Application, Emerson Application Supplement, and application fee ($65).
- Common Application Secondary School Report (with school counselor evaluation).
- Official secondary school transcript indicating the date, or anticipated date of graduation, or documentation of a high school equivalency examination (GED). An official FINAL transcript is required prior to matriculation.
- One Teacher Evaluation from a teacher of an academic subject, i.e,. English, mathematics, social science, science, or foreign language.
- Common Application Midyear Report (with first marking period grades).
- Official SAT or ACT test results.
- Candidates for Performing Arts can only apply for September Admission and must complete the additional performing arts requirements found online at *stagedoor.emerson.edu* (consisting of a theatrical résumé and, depending upon the major, an audition, portfolio/interview, or an essay). Please see Performing Arts Requirements for Admission section.
- Applicants for the Film program must complete one of the following two requirements: 1. Register online at *emerson.slideroom.com* and upload a video sample (under five minutes, 20Mb) and a statement/résumé describing their role in its production or 2. Mail a 5–10 page script (with name and address) to the Office of Undergraduate Admission.

Optional Application Materials

Candidates for programs offered by the Departments of Journalism and Writing, Literature and Publishing may submit a graded writing sample, independent writing, or newspaper article in addition to the required admission essay.

Early Action

Students for whom Emerson is a first choice are invited to apply for Early Action. Early Action is non-binding and students who complete an application by the Early Action deadline of November 1 will be sent notification on December 15. Students admitted through Early Action are encouraged to submit an enrollment deposit as soon as possible, but are not required to do so until May 1.

Regular Admission Deadlines

First-year candidates for September Admission must submit their applications and all supporting credentials by January 5 (notification by April 1). First-year candidates for January Admission must submit their applications and all supporting credentials by November 1 (notification by December 15). Students who complete their application after the deadline will be considered on a case-by-case basis.

International Admission

Emerson welcomes applications from international students and U.S. citizens overseas. Successful candidates should present superior school records along with successful results on standardized tests or national examinations. International students applying for first-year admission must submit the Common Application and Emerson Application Supplement, application fee (US$65), and supporting credentials (described above) by the appropriate deadline for September or January Admission.

In addition, international applicants must submit:

- The Common Application International Supplement to the Secondary School Report.
- Official secondary school records, certificates, and national examinations (which, if not in English, must be accompanied by an English translation).
- SAT or ACT test results (if four or more years of education were completed in English).
- Official results of the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS), if English is not your primary language. Note: A minimum IELTS score of 7 or Internet-based TOEFL score of 80 (213 on the computer-based or 555 on the paper-based test) is required.
- Certification of Finances demonstrating the necessary funds available to meet financial obligations (see International Application Supplement).

In order to enter the United States to study, international students who are not U.S. citizens or permanent residents of the United States need F-1 Student Visas. To obtain the visa, students must present a valid Certificate of Eligibility (Form I-20) to a U.S. Embassy or Consulate. The I-20 is issued by Emerson College only to international students who are offered admission, have paid their enrollment deposit, and have submitted satisfactory evidence of financial support (Certification of Finances).

Transfer Admission

Emerson welcomes applications for transfer admission from students with prior coursework at two- and four-year institutions. Admission is competitive and based on academic performance, personal goals, extracurricular or community activities, and/or employment experience. Successful transfer students typically maintain a 3.0 grade point average in previous college work, however, individual circumstances as described by the candidate in the application will be considered. Emerson requires transfer students to complete one full year, a minimum of 20 credits in their major, and the final semester at the College.

Candidates for transfer admission must submit the following material by the appropriate deadline for September or January Admission:

- The Common Application for Transfer Students, Emerson Application Supplement, and application fee ($65).
- Official transcripts from all colleges/universities attended as well as an official final secondary school transcript indicating the date of graduation (or GED).
- One Instructor Evaluation from a college teacher who has taught you in an academic subject. Additional recommendations may be sent from other professors or supervisors at your place of work/internship.
- Official SAT or ACT test results (not required of candidates having an associate's degree, the equivalent of two full-time years of college [60–64 credits], or who have been away from high school three or more years).

- Candidates who have been out of school for one or more years must submit a work résumé.
- Candidates for the Performing Arts can only apply for September Admission. The Department accepts transfer applications for all programs except Acting BFA and Musical Theatre BFA, and students must complete the additional performing arts requirements found online at *stagedoor.emerson.edu*. Please see Performing Arts Requirements for Admission section.
  Note: Transfer students who are admitted to the BA programs in Theatre Education: Acting and Theatre Studies: Acting will be required to enroll in a six-week Summer Intensive Acting Training Sequence prior to the beginning of the fall semester.
- Applicants for the Film program must complete one of the following two requirements: 1. Register online at *emerson.slideroom.com* and upload a video sample (under five minutes, 20Mb) and a statement/résumé describing their role in its production or 2. Mail a 5–10 page script (with name and address) to the Office of Undergraduate Admission.

Optional Application Materials

Candidates for programs offered by the Departments of Journalism and Writing, Literature and Publishing may submit a graded writing sample, independent writing, or newspaper article in addition to the required admission essay.

International students applying to transfer admission are required to submit the Common Application International Supplement to the Secondary School Report as well as additional documentation, such as a TOEFL score, Certification of Finances, or English translation of academic credentials. Please refer to the International Admission section above.

Transfer Application Deadlines

The deadline for September Admission is March 1 (notification by May 15). The deadline for January Admission is November 1 (notification date by December 15). Transfer applications completed after the deadlines will be reviewed on a rolling space-available basis.

Transfer Credit

Transfer credit is granted for comparable coursework from accredited two- and four-year institutions that was completed in the last 10 years and received a grade of C or better. A maximum of 80 credits (no more than 64 credits from a junior or community college) may be transferred to Emerson. Following an offer of admission, students will receive a complete and final credit evaluation from the Registrar's Office indicating the number of transferable credits, class standing, and the degree requirements satisfied as of the admission date. The Registrar's Office may require additional information to evaluate specific transfer credit, such as course descriptions, syllabi, or proof that a nonstandard grade is equivalent to a C or better.

Performing Arts Requirements for Admission

Candidates for the Performing Arts can only apply for September Admission and must complete the additional performing arts requirements found online at *stagedoor.emerson.edu* (consisting of a theatrical résumé and, depending upon your major, an audition, portfolio/interview, or an essay).

Students may preview these major-specific requirements online but to access and complete them on StageDoor, they will need an Emerson-issued ID—which will be sent by Undergraduate Admission only after their Common Application and Emerson Application Supplement has been processed. Please refer to *stagedoor.emerson.edu* for more information.

Auditions. Auditions are required of candidates for the BFA programs in Acting and Musical Theatre, and for the BA programs in Theatre Education: Acting and Theatre Studies: Acting. Auditions are held in Boston and in various cities around the country including New York, Chicago, and Los Angeles as a part of the National Unified Auditions (*unifiedauditions.com*). All auditions are scheduled online at *stagedoor.emerson.edu*.

Interviews and Portfolios. Students interested in the BFA programs in Stage/Production Management and Theatre Design/Technology must prepare a portfolio of their work and interview with a member of the faculty. Please refer to *stagedoor.emerson.edu* for portfolio requirements and interview schedule.

Essay. Students applying for the non-performance BA programs in Theatre Education and Theatre Studies must complete the major-specific essay question at *stagedoor.emerson.edu*. This additional essay is not required of applicants to the BA programs in Theatre Education: Acting and Theatre Studies: Acting.

Résumé. All applicants for Department of Performing Arts programs are required to submit a brief résumé of theatrical work. Résumé requirements differ by program; please refer to *stagedoor.emerson.edu* for specific instructions.

Admission to the Honors Program

The Emerson College Honors Program is a four-year interdisciplinary approach to education, offering individual mentoring and advising, special lectures, collaborative research projects, and faculty-directed independent study. Admission is very selective and limited to first-year candidates applying for September Admission. More information about the program and application process is available online at *emerson.edu/admission/undergraduate/admission*.

Early Admission

Academically qualified high school students may apply during their junior year for admission as first-year students for the subsequent fall semester. Up to four courses during their first year at Emerson may then be used to substitute for two year-long high school classes and satisfy graduation requirements. Candidates for Early Admission must interview with an admission counselor prior to filing an application. They must also obtain written approval from their parent(s) or guardian(s) as well as their secondary school, which must also agree to grant a high school diploma. Students participating in this program are not eligible for financial assistance.

Admission Fees

Students should expect to incur the following costs during the admission and matriculation process:

- A $65 nonrefundable application fee
- A $500 nonrefundable enrollment deposit to confirm acceptance of admission to the College (applied toward first-semester charges)

Advanced Standing

A maximum of one year or 32 credits of advanced standing may be awarded through certain college-level examinations (or combination of examinations). Students may not receive credit twice for different exams taken in the same subject, e.g., AP or IB in mathematics. Official evaluations of advanced standing credit are made after students receive an offer of admission, and only when official examination results are submitted for credit consideration. Examples of examinations for advanced standing include:

Advanced Placement Program (AP)

AP test scores of 4 or 5 will receive 4 credits (one full course) in the area of the exam with the exception of the English Language, Literature, and Composition exams. A 4 or 5 on either exam will receive credit for WR 101: Expository Writing. A 4 or 5 on both exams will receive credit for WR 101 and an additional 100-level literature course.

British General Certificate of Education, Advanced Level

Course credit will be awarded for grades A, B, or C. The amount of credit will be determined on a case-by-case basis.

International Baccalaureate

Credit is awarded for higher-level examinations with scores of 4, 5, 6, or 7, with the exception of Language A/English, for which a score of 6 or 7 is required.

College Level Examination Program (CLEP)

Official CLEP examination scores of C or better (450) may receive 4 credits per exam. Students who take subject exams must earn a minimum grade of fifty (50) in order to receive 4 credits for each exam with the exception of the second foreign language, which requires a higher score.

Emerson recognizes the academic value of other national educational systems and may consider certain examination results, certificates, and coursework for advanced standing credit, such as the Abitur, Swiss Maturite, European Baccalaureate, and Canadian CEGEP 13th year. (Refer to the International Educational Credentials found in the International Supplement to the Application for Admission.)

Deferred Admission

Students who wish to postpone (defer) their enrollment must submit a request in writing to the Office of Undergraduate Admission and pay a nonrefundable $500 enrollment deposit (which will be applied toward the first semester charges). Students who undertake academic work in the interim may be required to re-apply or re-activate their application by submitting official transcripts for review.

Readmission from a Leave of Absence

Students may take a leave of absence from the College for a period of up to two years. During this two-year period, students are eligible for readmission to the College through the Academic Advising Center. Students planning to return to the College must contact the Academic Advising Center (617-824-7876) by the established deadline for the semester under consideration and return a Request for Readmission Form. There is no guarantee of readmission and formal approval for readmission is required. If granted readmission, students will fall under the same academic and social standing as when they left. Once readmitted, students will be contacted by a staff member from the Academic Advising Center in order to register for classes.

Students who wish to return to the College more than two years after their last semester of enrollment must submit a new application to the Office of Undergraduate Admission and be subject to current admission standards. Credit for Emerson work previously completed is subject to course approval, and the student would follow the catalogue in effect for the term in which he or she is readmitted.

Students with Disabilities

Emerson is committed to providing equal access to its academic and social activities to all qualified students with disabilities so that they may enjoy and participate fully in the College community. While upholding this commitment, Emerson will also maintain the high standards of achievement that are essential to the integrity of the College's programs and services. Emerson offers services through its Disability Services Office to students with documented physical, visual, hearing, learning, medical, or psychiatric disabilities. For information and details pertaining to documentation and accommodations, contact the Disability Services Coordinator at 617-824-8415 or *dso@emerson.edu* or see *emerson.edu/disability* for service details.

Change of Major

Students select a major at the time they apply for admission to Emerson College by designating their preference on their application for admission. Students who were undecided about their major at the time they applied for admission are encouraged to declare a major before entering their junior year at Emerson (that is, before earning more than 64 credits toward graduation). Students who want to change their declared major or specialization must complete a Change of Major Form available at the Academic Advising Center. All major or specialization changes require the permission of the Department Chair of the desired major.

- Any student wishing to transfer into the Visual and Media Arts Department or change their specialization within VMA must submit an application by the designated deadline. For further information regarding deadlines, the application process, and GPA requirements, contact the Academic Advising Center at 617-824-7876.
- The Department of Performing Arts prohibits the internal transfer of students into the performance-based programs: Acting BFA, Musical Theatre BFA, and BA programs in Theatre Education: Acting and Theatre Studies: Acting.

Student Life

Emerson provides a broad range of student development programs and services to complement the academic programs of the College. Open communication between and among students, faculty, and administrators is continuously cultivated and students are urged to seek support and guidance from all members of the College community.

Students are encouraged to become involved immediately in the wide variety of personal and professional learning experiences available through the College's many co-curricular and extracurricular programs. In addition to on-campus opportunities, many students work and intern off-campus in production companies, advertising firms, social service organizations, local and state government, and broadcasting stations. Many Emerson graduates find a place on the career ladder as a result of these opportunities.

Social life at the College invariably includes participation in the numerous co-curricular and extracurricular student organizations on the campus, and the many activities available in greater Boston, including symphony orchestras, professional theaters, museums, ballets, parks, historical landmarks, and professional sports teams. Emerson is within walking distance of shopping, entertainment, restaurants, and most cultural events. Buses and rail lines provide easy access to travel in and around Boston. Winter sports areas are only a couple of hours away, and summer beaches are even closer.

Student Resources

The Office of the Dean of Students oversees the Division of Student Affairs, which is responsible for assisting students with all aspects of adjustment to college life, and is committed to fostering a campus climate that encourages individual development, community responsibility, and an appreciation for diversity.

The Student Affairs staff is involved in the development and implementation of many activities and services, including New Student Orientation, student organization consultation, educational programming, and student leadership training. Support services are available to assist students with problems or unanticipated crises, to plan activities, and to listen to student suggestions and complaints. Individual counseling is also available to help students with academic, career, and personal concerns.

The work of the Division of Student Affairs is guided by the belief that intellectual and personal development are inseparable, and that a healthy campus community is essential to the growth of the whole student. Student Affairs advances Emerson College's mission by providing a wide range of purposeful out-of-classroom experiences and services that encourage student learning and foster a sense of community. Students are challenged to think critically and support community standards within an environment where the principles of freedom of expression, civility, diversity, fairness, and caring are valued and affirmed. The Office of the Dean of Students is located in the Campus Center at 150 Boylston Street.

Code of Conduct

All students at Emerson College have certain rights and responsibilities by virtue of their status in, and relationship to, the wider society of which Emerson is a part. In addition, there are particular rights and responsibilities that are derived from membership in the Emerson College community. These rights and responsibilities, as well as the Student Code of Conduct, appear in significant detail in the Student Handbook and on the web at *emerson.edu/student_life*.

The Code of Conduct applies to all students enrolled in any course or program at Emerson College, whether on a part-time or full-time basis. Students found responsible for violations of the College's rules and regulations will be held accountable for their actions.

Alcohol and Other Drug Policy

Emerson College is determined to establish and maintain living and learning environments that are free from the negative effects of alcohol and other drug (AOD) abuse. Focusing on responsible decision-making, the College offers a variety of health and wellness programs to increase education and awareness about AODs with the goal of reducing problems associated with them.

While the College encourages responsible decision-making regarding the use of legal drugs (alcohol, pharmaceuticals, etc.), it does not condone their abuse, underage drinking, or the use of any illegal drugs. The College will identify resources and provide assistance for students who have or who develop problems with AODs.

Students are expected to observe and comply with all College regulations regarding AODs and will be held accountable for violations. Sanctions may build up to and include suspension and/or dismissal from on-campus housing and/or the College.

A complete copy of the Emerson College Alcohol and Other Drug Policy, including specific regulations, can be obtained from the Office of the Dean of Students or found online at *emerson.edu/student_life*.

New Student Orientation

Orientation is the time set aside during a student's first few days at Emerson to welcome first-year and transfer students to the campus community. Academic possibilities are explored through meetings with advisors and peer orientation leaders, and various social and administrative activities are planned to assist new students in acclimating to their new environment. During Orientation, students are introduced to many of the co-curricular and extracurricular activities that complement the College's academic programs. New Student Orientation is coordinated by the Office of Student Life, located at 150 Boylston Street, and can be reached at 617-824-8638. The website is *emerson.edu/orientation*.

Campus Center

The Campus Center serves as a "home base" for off-campus students and is a gathering place for all students. Lockers, lounges, and dining are available; and the Center is used as a central place to study, socialize, or rest between classes. The services and programs in the Center are designed to bring the students, faculty, and staff together in order to increase communication and build a sense of community.

Housed in the Center are an information desk, diner, lounge areas, meeting and conference rooms, SGA, student organization offices and mailboxes, piano rooms, the Offices of the Dean of Students; Student Life; Student Activities; Multicultural Affairs; Off-Campus Student Services; and Gay, Lesbian, Bisexual, and Transgender Life. The Campus Center is located at 150 Boylston Street and can be reached at 617-824-8680. For more information on the services offered, please visit the website at *emerson.edu/student_activities*.

Career Services

In addition to the outstanding preparation students receive in the classroom and through participation in co-curricular activities, Career Services provides the programs, resources, and services students need to help them reach their professional goals. Career Services advisors help guide students along their career paths, no matter what stage they are at. From their first day at Emerson until long after they graduate, students are encouraged to take advantage of all that Career Services has to offer.

Career Services provides: individual assistance with self-assessment, career exploration, career decision-making, internship/job searching, and more; an extensive resource library of communication- and arts-related career exploration and trade publications; a variety of career-related workshops, programs, and events; networking and mentoring opportunities with alumni and other industry professionals; assistance with internship and job search preparation, resume and cover letter preparation, interview preparation, and mock interviews; online job and internship listings; and internship fairs.

For more information, visit *emerson.edu/career_services* or stop by the office on the sixth floor of 216 Tremont Street.

Counseling Center

The Counseling Center is an excellent place for Emerson students to begin looking for help with personal concerns, family problems, or other psychological issues. The Counseling Center serves as a resource to assist students in developing to their potential. To achieve this goal, a variety of services are provided. These include: short-term counseling and psychotherapy; support and therapy groups; crisis intervention; psychiatric consultation for students in ongoing psychotherapy in the Counseling Center; and referral to outside agencies, private psychotherapists, and psychiatrists.

The Center employs a short-term counseling model that typically affords students 6–10 visits per academic year. If an assessment indicates that a student's therapeutic needs are beyond the scope of what the Center is able to offer (e.g., required expertise or frequency of therapeutic contact indicated), the student will be provided assistance in securing alternative off-campus therapeutic resources.

Counseling Center services are confidential. The staff considers issues of student privacy to be of utmost importance. No information is released to anyone, inside or outside of the College, without the student's knowledge or consent, within the guidelines of professional ethics and legal principles.

Students are seen by appointment, 9:00 am to 5:00 pm, Monday through Friday. Appointments may be made either by calling 617-824-8595 or by coming to the Counseling Center during office hours. In case of emergency when the Center is closed, phone the Center for recorded information about emergency assistance.

Health and Wellness

The Emerson College Center for Health and Wellness strives to meet the immediate health needs of both resident and off-campus students, and provides general medical care, GYN services, health counseling and education, nutrition counseling, routine lab work, and referrals to other health specialists when appropriate. Confidentiality within the guidelines of professional ethics and legal principles is guaranteed to all students using the Health Center. The staff consists of trained and licensed professionals, including nurse practitioners, a nutritionist, a physician assistant, a health educator, and a consulting general medicine physician. The Center also provides wellness education outreach programming and has developed an active peer health education organization, H.O.P.E. (Healthy Options in Peer Education). H.O.P.E. sponsors and provides health and wellness programming relevant to college-age students.

The Health Center is open for appointments Monday through Friday during the academic year and is closed on weekends, holidays, and college breaks. Emerson College is situated in an area within two miles of five major hospital emergency rooms. When the Center is closed students should seek urgent and emergency care at the nearest Emergency Center. Public Safety can assist resident students with transportation for urgent medical problems when the Center is closed. When possible, non-urgent care should wait until the Center reopens to avoid unnecessary medical bills. Dental service is not available, but a listing of local dentists and dental schools that provide services to students is available on the CHW website at *emerson.edu/health_center*.

All students are required to submit a medical history form. The Commonwealth of Massachusetts also mandates the following immunizations be completed prior to college entrance: measles, mumps, rubella (two doses each or two MMR's), tetanus (booster within 10 years), hepatitis B (three doses), and the meningococcal vaccine (one dose) within the last five years. Information from the Massachusetts Department of Public Health regarding the risk of meningitis, including the vaccine verification/waiver form, is sent with the health forms. Students unable to receive the meningitis vaccine prior to arrival on campus may order and receive it at the Center for an additional fee. Detailed information on ordering the vaccine will be sent with the Orientation mailings. The Health Center is located at 216 Tremont Street and can be reached by phone at 617-824-8666 or by email at *health_center@emerson.edu*; its website is *emerson.edu/health_center*.

Health Insurance

Massachusetts law requires all students enrolled in a college at least ¾ time to be covered by a qualifying health insurance plan. The plan must meet established minimum benefit guidelines as defined by state law.

Coverage under a health benefit plan is comparable if:

1. The health benefit plan provides to the student throughout the school year reasonably comprehensive coverage of health services, including preventive and primary care, emergency services, surgical services, hospitalization benefits, ambulatory patient services, and mental health services.

2. The services covered under the health benefit plan are reasonably accessible to the student in the area where the student attends school.

Annually, students must choose the group health insurance plan offered through Emerson College or demonstrate that they have comparable qualifying coverage, provided by an insurance carrier based in the United States. During the academic year, students enrolled solely under the College-sponsored program are required to first seek medical care at the Center for non-emergency medical conditions. The Student Administrative Services office mails a copy of the College-sponsored plan to all qualified students annually. The brochure outlines the insurance requirements, criteria, and process for requesting a waiver of insurance. The brochure can also be accessed at the Health Center website: *emerson.edu/health_center*.

International Student Affairs

International students are provided support and relevant information through the Office of International Student Affairs. The staff is available to process immigration forms; provide advice regarding I-20s, IAP 66/DS-2019 forms, and practical training; and discuss issues related to academics and adjustment to the United States. The Director works with the Emerson International student organization and plans orientation, informational meetings, and social programs for international students. The Office of International Student Affairs is located at 216 Tremont Street and can be reached at 617-824-7858; its website is found at *emerson.edu/student_life*.

Optional Practical Training

Optional practical training (OPT) is a type of work authorization benefit available to most F-1 students. OPT is available for a total of 12 months during or after completion of studies. Students may choose to do some, all, or none of the optional training before graduation, but most students choose to take their 12 months of OPT after graduation. Students are eligible to apply for post-completion OPT no earlier than 90 days prior to the last day of the graduating semester and no later than 14 days prior to the last day of the graduating semester. Students are encouraged to plan ahead and apply early to avoid any delay or problem in the application process.

Multicultural Student Affairs

The Office of Multicultural Student Affairs cultivates involvement opportunities for AHANA (African, Hispanic, Asian, and Native American) and multiracial students to maximize chances for their successful academic and social transition, integration, and retention at the College. The Director of Multicultural Student Affairs is available to discuss academic, cultural, personal, and social concerns. All students are encouraged to meet with the Director. The Office of Multicultural Student Affairs is located in the Campus Center at 150 Boylston Street. The Director can be reached at 617-824-8637; the website is found at *emerson.edu/student_life*.

Cultural Center

The Cultural Center was established to enhance the educational, cultural, and social needs of the campus community. The Center is available for all students, faculty, and staff, and is host to a number of programs throughout the year. The offices of the cultural-based student organizations, a kitchenette, and a lounge area are housed in the Center. The Center is located in the Campus Center at 150 Boylston Street and can be reached at 617-824-8642.

Off-Campus Student Services

More than half of the undergraduate student population lives off campus. Off-campus or commuting students live at home with family members, in apartments by themselves, or with roommates. The Office of Off-Campus Student Services (OCSS) supports and serves this population by providing a variety of resources and programs. OCSS coordinates the discounted MBTA pass program, provides information relative to off-campus living, maintains a vacancy listings database, and assists students with roommate matching. Emerson students can access apartment listings on the web at *emerson.edu/offcampus_housing*. Students may also visit the Tackboard on the College's web portal to post and view requests for roommates, apartment searches, home furnishings, and subletting. The Off-Campus Network (OCN), a student organization, partners with the Coordinator of OCSS to provide a seasonal newsletter and a series of events for socializing and support. The Office of Off-Campus Student Services is located at 150 Boylston Street and can be reached at 617-824-7863; its website is *emerson.edu/offcampus_housing*.

Residential Living Office of Housing and Residence Life

Emerson residence halls offer students the opportunity to live in the city of Boston and develop responsibility and independence through active participation in their living community. All Emerson students may apply for on-campus residence hall accommodations, but on-campus housing is limited.

Freshmen entering college for the first time are required to live on campus for their first four semesters at Emerson, and for their fifth and sixth semesters pending the availability of housing. Similarly, transfer students are required to live on campus for their first four semesters of college (which includes semesters attended at previous colleges), and for the fifth and sixth semesters pending the availability of housing.

Housing contracts extend through the full academic year (fall and spring semesters), and students living on campus in the fall semester are obligated to remain in on-campus housing for the fall and spring semesters. In addition, all resident students are required to purchase one of the College-sponsored meal plans.

Freshmen, sophomores, and juniors attending one of Emerson's semester-long external programs are required to live in the College's Boston campus housing during the other semester of that given academic year.

Please note that the College may not be able to provide on-campus housing for all students beyond their fourth semester in college (which includes semesters attended at previous colleges). In addition, students who do not meet the residency requirement will be considered for housing on a space-available basis.

Entered as	Entered in	Required Residency
Freshman	Fall 2008	Four semesters
Freshman	Spring 2009	Three semesters
Freshman	Fall 2009 or after	Six semesters*
Transfer Student	Fall 2009 or after	Six semesters (including attendance at previous colleges)*

*May be excused from on-campus housing following fourth residency semester if selected through special lottery process.

Exemptions to the residency requirement may be granted by the Office of Housing and Residence Life (OHRL). Students seeking an exception must submit a Request for Exemption to Residency Requirement Form along with supporting documentation. Students are expected to pay room and board fees in full by published payment deadlines unless they have received a residency requirement exemption from the Office of Housing and Residence Life. If a student's request for exemption from the residency requirement is granted after payment is made, he or she will be issued a refund. A separate Request for Exemption to Residency Requirement Form is required for each year an exception is being sought. For consideration, the form must be received by OHRL no later than June 1 for new and current students scheduled to be in housing for the fall semester, and no later than December 1 for new students admitted for the spring semester. Students returning from a LOA are subject to the residency exemption deadline dates for the semester they are scheduled to return. Exemptions are typically granted when:

- The student lives at home with a parent or legal guardian. If the student changes residence, it is his or her responsibility to promptly notify the Office of Housing and Residence Life.
- The student is able to demonstrate a financial hardship that would otherwise prevent him or her from attending Emerson.
- The student has a disability that precludes living in a residence hall. Documentation of the student's disability is required from a qualified professional who has direct knowledge of the student and his or her condition, e.g., a physician, psychiatrist, or psychologist. This documentation must meet the guidelines described in the Disability Services Office statement of policies and procedures (found on

the Disability Services website at *emerson.edu/disability_services*).

- The student is married, in a registered domestic partnership that is recognized by the state of Massachusetts, and/or is a parent with whom one or more dependent children reside.
- The student has completed six semesters of college coursework if he or she entered as a freshman or transfer in Fall 2009 or thereafter.
- The student has completed four semesters of college coursework if he or she entered as a freshman in Fall 2008.
- The student has completed three semesters of college coursework if he or she entered as a freshman in Spring 2009.
- The student is 21 years of age or older prior to September 1 of the academic year in question.
- The student has served in the military as verified by a discharge certificate.

During the spring semester of each academic year, the College administers a housing selection process for the following academic year. Students with fewer than four semesters of college attendance (which includes semesters attended at previous colleges) are automatically assigned a housing selection slot as a condition of the residency requirement. Beginning in Spring 2011, students with fewer than six semesters of college attendance (which includes semesters attended at previous colleges) are also automatically assigned a housing selection slot as a condition of the residency requirement, pending the availability of housing. All other students wishing to live in on-campus housing will be able to submit an application for consideration pending availability.

Please note that failure to settle Emerson College accounts in full, obtain required vaccinations, or abide by the Code of Conduct can result in the loss of student housing. Students who are not able to fulfill the residency requirement due to their own actions, including failure to comply with College policies, may also be dismissed from the College.

Professional staff serve as residence directors and upper-class students serve as resident assistants. The primary goal of the residence hall staff is to assist students in cultivating and maintaining a community environment conducive to learning and personal development.

Our residence halls are conveniently located near all of the College's academic and administrative buildings. The locations of our residence halls are:

Little Building, 80 Boylston Street, Boston
Colonial Building, 100 Boylston Street, Boston
Piano Row, 150 Boylston Street, Boston
Paramount Center, 555 Washington Street, Boston
(Scheduled to open in January 2010)

The Little Building (80 Boylston Street) offers housing in doubles, triples, and suites. The main dining hall and a convenience store are located in the Little Building. Piano Row (150 Boylston Street) offers housing in four- and six-person suites. A café and convenience store are located in Piano Row. The Colonial Building offers students the opportunity to live in single or double rooms within suites. The campus mailroom is located in the basement of the Colonial. Students will live in double rooms within four- and six-person suites in the Paramount Center.

The College provides breakfast, lunch, and dinner in the College dining hall for students living on- and off-campus. The meal plan is mandatory for all undergraduate students living in the residence halls.

All students living in the residence halls are required to sign a room and board contract for the full academic year. Students are obligated to fulfill their full-year commitment unless they graduate in midyear.

Learning Communities

The Office of Housing and Residence Life provides specialized housing in Learning Communities (LCs). These communities offer students the opportunity to form and participate in residence hall learning groups organized around common academic and/or intellectual interests related to the College's mission, or a specific area of growth and development. Choosing to be a part of any of the communities listed here involves a commitment to fellow students living within the cluster.

STAR Community—Students Taking Active Roles (first-year students only), Little Building
The STAR community is designed for new students who wish to live in a smaller community comprised of fellow freshmen, while being a part of the larger Emerson campus. Living on a "first-years only" floor, you can develop lasting relationships with other students experiencing college for the first time. You can become familiar with important college resources (from peer tutoring to library services) and have increased contact with the Student Affairs staff. During the fall semester, you will take a 1-credit non-tuition bearing course devoted to college transitions and held on the floor where you live. Special activities focus on community building, success in college, and involvement in the Boston and campus communities.

Wellness Community, Colonial Building
Residents of this community learn about options that can benefit mind, body, and soul such as meditation, exercise, and nutrition. Programs provide a fun way to experiment with wellness concepts and ideas that may not be familiar to you, and to discover how healthy choices contribute to success and contentment in college and beyond. Students selecting this community commit to leading a lifestyle free of alcohol, nicotine, and other drugs; work with a team of other students from the floor to provide fun activities or workshops on wellness issues for the floor; and attend regularly scheduled meetings/programs.

Film Immersion Community, Piano Row
Do you love film? Whether writing, producing, or post-production is your interest, this is a great way to begin to network with others interested in the craft. You do not need to be an expert—you just need to have a desire to be a part of the filmmaking process. Community members will participate in film screenings, presentations by guest speakers, and workshops on current projects. Students who choose this learning community reside in the Film Immersion residential area (on a space-available basis) and will work closely with the Writers' Block and Performing Culture communities.

Writers' Block Community, Piano Row
Although some see writing as a solitary art, members of the Writers' Block are a close community of new and experienced writers who strive for writing excellence in coursework, workshops, and community events. Writers can come together in an informal setting to share ideas about writing, to experience the vibrant literary landscape in Boston, and to practice their craft. The Writers' Block produces a yearly publication, *The Writers' Block Literary Anthology* (created entirely by students) and hosts writing-related events and fundraisers to showcase their talent. Students who choose this learning community reside in the Writers' Block residential area (on a space-available basis) and participate in informal writing workshops in the residence hall.

Local Action Community, Little Building
Local Action offers an open and welcoming space in which to build friendships, develop leadership skills, and deepen awareness of local and global issues. Through a variety of service activities and experiences, students in the Local Action Community explore the city of Boston, make positive changes in the community, and connect these experiences to their academic learning and to leadership development. Students will have the chance to participate in fieldwork, documentary exercises, and skills workshops, in addition to service activities throughout the year culminating in Emerson Action Week, an annual College-wide celebration of service and community.

Performing Cultures Community, Piano Row
The Performing Cultures Learning Community offers students an opportunity to explore the ways diverse cultures and communities express themselves through performance and performative representation in the company of others who share their interest. Community members examine the distinctions between and interactions among various modes of creative expression across a wide spectrum

of cultural contexts, investigating ritual, dance, theater, literary performance, political and religious ceremonies, and performance in everyday life with special attention to issues of cultural identity and difference.

Living Green Community, Piano Row
There are many environmental concerns in the world today, from global warming to pollution. Some people are taking action; others want to take action but do not know how. Both types of people live in this community and learn from each other. Students learn about their impact on the environment through guest speakers, field trips, and discussions among other forums. Students take action by making changes in their lives and informing others about the issues. Students who choose this learning community reside in the Living Green residential area (on a space-available basis) located in Piano Row, a LEED (Leadership in Energy and Environmental Design)-certified facility.

Digital Culture Community, Little Building
The Digital Culture Community offers new perspectives on design and technology. It is a place to talk about and experiment with new technologies shaping our world, and it means more than merely spending hours on a computer. This Community offers students a unique perspective on the world, including artistic and cultural expression, the culture of the web, graphic design, visual arts, and writing. Students who choose this learning community reside in the Digital Culture residential area (on a space-available basis), where beginners, experts, and those in between share ideas and insights about our increasingly computer-mediated world and build a repertoire of technical and design skills.

Spiritual Life

The Center for Spiritual Life exists to promote both a sense of community among persons of different faiths, and educational and spiritual growth on an individual basis for interested students, faculty, and staff. Members of the clergy and lay ministry from several denominations are available through this office. The Center for Spiritual Life is located at 120 Boylston Street and can be reached at 617-824- 8036; its website is found at *emerson.edu/student_life*.

Student Activities

Co-curricular and extracurricular activities, including student clubs and organizations, are an important part of life at Emerson. Emerson clubs and organizations provide students with valuable opportunities to gain practical experience in production and performance outside the classroom. Students get involved in management, leadership, and interpersonal relationships that encourage them to develop both personally and professionally.

In addition, there are various planned activities at Emerson designed to assist students in their overall development. Social events give all Emerson students a chance to get to know one another; cultural events serve to teach students about people different from themselves; recreational sport programs help students gain confidence in physical activities; and educational seminars expose students to a variety of issues and concerns both inside and outside of their major fields of study or immediate areas of interest.

Student Government Association (SGA).
The purpose of SGA includes, but is not limited to, the following: representing student interests, rights, and concerns; stimulating student awareness of and involvement in the many organizations, activities, and opportunities available in the Emerson community; promoting student awareness and appreciation of the values and traditions of Emerson College and the SGA; enhancing communication/cooperation between all segments of the campus community; and providing funding for student activities and organizations through a fair and representative annual process. The SGA, in cooperation with the Student Affairs staff, plans and executes College activities, and allocates and supervises funding to student clubs and organizations. All students are responsible for paying an activities fee and are entitled to SGA

benefits. Through its elected officials, the SGA serves as a liaison between students and the College administration. It is responsible for selecting student membership on various College committees dealing with College policy, facilities, discipline, programming, and a variety of other areas.

Acappellics Anonymous. Recognized in the spring of 2009, the purpose of this organization shall be to provide alternative performances for and foster greater musical appreciation among the Emerson community and to provide its members with an outlet for artistic expression and growth. This organization, as an a cappella group, will further diversify and enrich Emerson's performance community by innovatively combining elements of both music and scripted performance. Its mission is to provide an alternative musical outlet for the Emerson community and improve the greater Boston community by combining theatrics and service with traditional a cappella performance.

American Marketing Association (AMA). Emerson College's Collegiate Chapter of the American Marketing Association is an international organization for undergraduate and graduate students who wish to be involved in the marketing field. The main objectives of our chapter are: to enhance student education through a variety of marketing workshops, speaker series, and seminars; to assist in the development of members' professional skills; to provide members with opportunities to interact with other collegiate chapters in the Boston area; and to provide networking opportunities to our members.

Amigos. Emerson's Latino student organization is dedicated to creating awareness of the Latino community at Emerson, to share the differences within Latino cultures, and to serve the Latino community in the greater Boston area. Amigos is a multicultural group that welcomes everybody, Spanish-speaking or not, who would like to learn about its many cultures.

Asian Students for Intercultural Awareness (ASIA). Emerson's Asian Students for Intercultural Awareness (ASIA) was recognized in the spring of 1993. This organization was founded to provide awareness of the vast cultures present within the Asian community. ASIA is dedicated to being an active member in the varied social events of the Emerson community.

ASL Emerson. ASL Emerson is a student-run organization created to promote awareness of deafness and to teach sign language to students in all fields of study as a form of communication. Students perform on campus as well as in the community by incorporating sign language, music, movement, and the dramatic arts.

Audio Engineering Society (AES). Recognized in the spring of 2009, the purposes and objectives of the Audio Engineering Society, Inc., Emerson College Student Section shall be: the diffusion and increase of educational and scientific knowledge in audio engineering, and the promotion and advancement of this science and its allied arts in both theoretical and practical applications; the stimulation of interest in audio engineering; the encouragement of the interchange and intercourse of ideas among its members; the promotion and maintenance of high professional standards among its members in this Section; and to this end it shall be the purpose of the Section to hold meetings for the reading or discussion of papers, publications, communications, and for such other educational activities as shall properly fulfill the objectives and purposes of the Audio Engineering Society.

The Berkeley Beacon. Created in 1947 and issued every week during the academic year, *The Berkeley Beacon* is the student newspaper, entirely produced by students. All staff positions are open to students.

Chocolate Cake City. This group serves as a creative outlet for writers and acting, film, and production students to unite various disciplines in the production of a comedy show. The aim is to explore the many art forms of comedy.

Communication, Politics, and Law Association (CPLA). The mission of CPLA is to awaken students' passion for communication, politics, and law and to turn their political interest into political action.

Communication Sciences and Disorders Journal Club (CSDJC). Recognized in the spring of 2009, the purpose of the CSDJC is to serve as a forum for students to engage in discussion about research related to the variety of majors that Emerson College offers; to provide opportunities for students to present research findings to others in a controlled and supportive environment; and essential its organizational purpose, the CSDJC will strive to create a relaxed, collegial, social environment for scholarly discussion in such a way as to differentiate it from similar academic pursuits conducted in undergraduate and graduate courses at Emerson College.

Developed Images. Emerson's only annually published creative black and white photography magazine. Photographs may be submitted by anyone in the Emerson community.

Earth Emerson. Earth Emerson works to promote environmental awareness and stewardship and to better the campus, community, and global environments through student action. Annual activities include cause fundraisers and benefit concerts, recycling, hiking, community cleanups, and campus greening projects.

em magazine. Recognized in the fall of 2007, *em magazine* is Emerson's only lifestyle magazine dedicated to providing the student body with interesting and informative articles written by and for Emerson students.

Emersive. Recognized in the spring of 2005, Emersive's mission is to advance the study of new media by providing opportunities for application beyond the classroom experience.

Emerson's Black Organization with Natural Interests (EBONI). EBONI is an organization dedicated to the political and cultural reawakening of African American students in the Emerson community. Students organize and sponsor such programs as Harambee, Kwanzaa, cultural retreats, Black History Month, and the end-of-the-year Awards Banquet. They also maintain a resource library and attend seminars and conferences designed to further the involvement and increase the influence of African American students at Emerson.

Emerson Comedy Workshop (ECW). ECW's main purpose is to explore and perform any and all comedic forms, as well as to provide experience for students interested in the field of comedy with a special emphasis on sketch comedy. Membership is open to full-time students who complete the audition process and are chosen to be actors, writers, or directors.

Emerson Alliance of Gays and Lesbians and Everyone (EAGLE). This group was established to promote visibility and acceptance of queer culture throughout the campus and community. Membership is open to any student who is interested in aiding others with a personal acceptance of homosexuality. The group sponsors social, academic, and awareness functions for the community on issues relevant to queer culture.

Emerson College Democrats. This organization is dedicated to promoting Democratic Party politics, educating the College, and creating and maintaining a lively political atmosphere to promote awareness.

Emerson Communication (EmComm). EmComm is a student-operated and faculty-advised marketing communication agency dedicated to providing students with hands-on experience in the areas of advertising, public relations, promotion, graphic design, and computer graphics. EmComm services are available to on-campus and off-campus organizations.

Emerson Dance Company. The Emerson Dance Company is a student organization that welcomes both the accomplished and beginning dancer. The group offers opportunity and growth in the areas of performance and choreography. It also offers master classes by well-known choreographers and dancers that are open to the Emerson community.

Emerson Forensics. This program will be designed to teach advocacy skills so that students are empowered to be the architects of their own futures. In debate, the preparation and delivery of argumentation provides students with the opportunity to think critically, develop their academic research skills, improve their communication abilities, solve problems creatively, and increase their self-confidence. The Public Address events of competitive forensics also reinforce the skills of information gathering and analysis, writing, and delivery. The interpretive events, Prose, Poetry, Drama and Duo-acting, allow students to create artistic programs around current events, the cutting edge of theater and literature, and to bring to their audience a new and unique understanding of the connection between literature, social consciousness, interpreter, and audience.

Emerson Independent Video (EIV). EIV is a student-run organization serving the Emerson community. Its goal is to allow students to apply or learn their skills in all phases of television production in a professional atmosphere. EIV produces several newscasts and multiple field and studio productions of varying lengths and genres. EIV has remote equipment for on-location shoots and its own editing facility for postproduction. EIV also produces the EVVY Awards, at which ceremony a distinguished industry professional gives awards honoring Emerson's best student work. The EVVY Awards ceremony is a major event in the Emerson community.

Emerson International (EI). The College's international student organization works with the Director of International Student Affairs to provide support for Emerson's international population as well as increase cultural awareness within the College community. Made up of students of diverse backgrounds and interests, EI provides social and educational programs while serving as a resource for projects identified by the Director of International Student Affairs.

Emersonian. This student-produced College yearbook is a permanent chronicle of the days, people, places, and events of the academic year.

Emerson Peace and Social Justice (EPSJ). EPSJ is a non-hierarchical group of dedicated students working toward social/economic justice in the Emerson community, Boston, and beyond. EPSJ advocates and educates in any areas promoting a positive change in our environment, particularly in the areas of nonviolence, feminism, tolerance and diversity, social justice and equal opportunity, community-based economics, and ecological wisdom.

Emerson Records. Emerson Records (also known as Wax on Felt) is a student-operated record company. Students record, promote, and release audio CDs in the commercial market. Students work in production, engineering, marketing, public relations, business management, new media, and graphic design.

The Emerson Review. This award-winning literary magazine is edited by undergraduates and issued biannually. It includes short stories, poetry, articles, and reviews by students, as well as work solicited from graduate students, faculty, and guest authors.

Fashion Society. Recognized in the spring of 2007, the Fashion Society seeks to represent the creative ideals of all aspects of the fashion industry. It aims to provide an outlet for students who are passionate about the fashion industry and the professional opportunities in this field. The group provides resources for the undergraduate community of Emerson as they develop their personal and professional styles.

Frames Per Second (FPS). Frames Per Second is a student-run organization dedicated entirely to teaching professional film production. It is the only organization on campus that involves many students in the preproduction, production, and postproduction of films. It is an opportunity for students to learn every aspect of filmmaking, hands-on, before they reach their first production class. FPS turns students into teachers.

Emerson College Game Developers Association. Recognized in the spring of 2007, the "Emerson GameDev" aims to teach students all aspects of interactive game development through hands-on experience, completing software projects designed by fellow students, and exploring all of its aspects, particularly concept, art, design, and distribution.

Gangsters in Concrete. *Gangsters in Concrete* is a biannual student publication that encourages experimentation, exploration, and enthusiasm in the writing and reading of poetry and prose. *Gangsters* also sponsors workshops, seminars, and readings.

gauge. *gauge* is a student-run, design-oriented magazine completely produced by and for Emerson College students. Its goal is not only to incorporate the various fields of study offered at Emerson into a singular publication, but to also push the boundaries of the magazine format.

Girlie Project. Recognized in the spring of 2005, the purpose of the Girlie Project is to promote female performers, writers, and directors in the world of comedy. Membership is open to all majors to create monologues, sketches, films, dances, and more in a noncompetitive environment.

Goodnews Fellowship. This is an ecumenical group, formed of students from many different church denominations. Meetings are held approximately once a week for Bible study and prayer. The fellowship seeks to build more community among Christians in the Emerson community, helps new students find area churches to attend, offers occasional services, seeks opportunities for community service, and participates in interfaith activities sponsored by the Center for Spiritual Life.

Healthy Options Peer Educators (H.O.P.E.). Recognized in the fall of 2006, H.O.P.E. is a volunteer group of undergraduate students who are dedicated to educating their peers about health and wellness issues important to college students. H.O.P.E. is affiliated with the national organization Bacchus and Gamma. H.O.P.E. meets weekly for group trainings. H.O.P.E. students are extensively trained on issues such as sexual health, alcohol and other drugs, eating disorders, and stress. The group develops and delivers educational programs and skits to Emerson students as a way of empowering them to make healthy choices! H.O.P.E. also plans special weekend events for Emerson students, such as mocktails and movie nights, the Holiday Pajamboree, Hot Wings and Trivia, and Spa Night.

Hillel. Emerson's chapter of Hillel provides social, cultural, religious, and educational activities for those students wishing to learn of and participate in the traditions of Jewish life.

Hyena. *Hyena*, Emerson's humor magazine founded in 1979, provides an outlet for both written and visual humor.

Imagine Students Reaching Out. Imagine Students Reaching Out focuses on involving Emerson students with local community service projects. While helping others, members develop leadership skills, have fun, and enrich the lives of others.

Jimmy's Traveling All-Stars. This technically-oriented comedy group was established in the spring of 1999. Jimmy's Traveling All-Stars seeks to promote comedy through use of both live and taped sketch performances.

Kidding Around. Kidding Around is the Emerson theater group that performs and provides unique theater experiences exclusively for children. It performs on campus as well as at local schools and after-school programs where it creates an "interactive" theater environment with children of all ages. Emerson students are encouraged to become directors, designers, producers, actors, writers, and media persons.

Latent Image. The purpose of Latent Image is to promote discussion and criticism of the artistic and technical medium of film. The organization produces a Film Journal, and hosts an Oscar party and a student film festival.

Mercutio. Mercutio is Emerson's dramatic theater troupe that explores all facets of producing, teaching, and performing theater. It opens its membership doors to anyone interested in stage managing, producing, directing, and teaching.

Musical Theatre Society (MTS). MTS provides opportunities for participation in musical productions on and off campus. The Society also sponsors special guest appearances by leading musical theater personalities, and is responsible for administration of an Award of Distinction, given annually to a luminary in the musical theater world.

National Broadcasting Society/Alpha Epsilon Rho (NBS/AERho). Outstanding broadcasting students are eligible for this national honorary broadcasting society. The Emerson chapter produces its own TV and radio programs and serves the media needs of the Emerson community.

National Student Speech-Language-Hearing Association (NSSLHA). All Emerson students have the opportunity to become members of this national organization. The Emerson chapter provides the opportunity for students to take part in professional activities in the study of normal and disordered human communication behaviors on a local, regional, and national level. Students are provided with the opportunity to expand their knowledge of communication disorders through conferences, workshops, lectures, voluntary efforts, and other experiences.

Newman Club. The Newman Club provides opportunities for Catholic students to develop their faith and to work on campus in sponsoring prayerful, social, educational, and service-oriented activities.

Noteworthy. The purpose of this organization, created in the fall of 2002, is to promote creativity, education of music, and diversity with regards to the a cappella scene at Emerson and in the Boston community. The group provides entertainment for a variety of on- and off-campus events.

Off-Campus Network (OCN). Off-Campus Network serves as a liaison between off-campus students, the Office of Student Life, the SGA, and the College. Secondly, it works to design programs and services to meet the needs of the off-campus population. Thirdly, OCN also plans social functions for its constituency. All students are encouraged to become involved in the Network.

Public Relations Student Society of America (PRSSA). PRSSA is a national professional society of students aspiring to careers in public relations. PRSSA at Emerson brings students together with public relations professionals in a broad range of profit and nonprofit careers, and sponsors student projects for clients outside the academic realm.

Radio-Television News Directors Association (RTNDA). One of the first student chapters of this national broadcast news directors professional organization is at Emerson College. It is open to students committed to broadcast journalism careers. RTNDA activities include professional and service programs, professional networking opportunities, as well as social events.

Random Arts Delegation (RAD). Recognized in the spring of 2007, RAD pledges itself, but will not limit itself, to expanding the partnerships between artists in different mediums at Emerson College. RAD aims to affect cross-genre growth in all levels of the creative process. By facilitating workshops open to all members of the student body and presenting performance showcases, RAD focuses on both artistic process and product. RAD acts as a springboard for cross-boundary artistic dialogue and growth, and in doing so entertains, educates, builds continuum, and pushes the boundaries of artistic expression.

RareWorks Theatre. RareWorks' purpose is to support theatrical productions fully produced, directed, managed, and otherwise staged solely by students of Emerson College.

The Shakespeare Society. The Shakespeare Society's mission is to provide an opportunity for Emerson students of all majors and levels to read, discuss, explore, and perform the works of William Shakespeare and related material through weekly discussion groups and production work, and to promote the knowledge of and interest in Shakespearean literature and theater in the greater community through educational outreach, workshops, and public performances.

Society of Professional Journalists (SPJ). Created in 1983, Emerson's student chapter of this prestigious national professional organization is open to students committed to a career in journalism. SPJ activities include professional programs, service activities, and social events.

Speak Up. Recognized in the fall of 2007, the purpose of Speak Up is to promote racial awareness on campus through activities, projects, and dialogue.

spec. spec was founded to provide a means for students to explore their artistic abilities as well as those of other student screenwriters, and to promote and nurture the interest of those who wish to pursue a career in the field of screenwriting. spec serves the video and filmmaking community by conducting workshops and by hosting annual performance-style readings.

***Stork* Magazine.** Recognized in the spring of 2005, *Stork* is an annual fiction journal dedicated to demystifying the publishing process and improving student writing. *Stork* is founded on the idea of communication between editor and writer and provides an outlet for budding writers to take their work to the next level.

Swolen Monkey Showcase. This comedy and improvisation group is fully aware that it has misspelled "swollen." The group performs original material throughout the year at scheduled showcase performances on campus and at Boston's comedy clubs. Auditions are held each semester for students interested in comedy writing and/or performing. Membership is open to those students interested in production and advertising aspects of the organization.

This Is Pathetic. This Is Pathetic theatrically explores the personal, uncomfortable, disturbed, and sometimes inappropriate aspects of life. By placing these events of life in an experimental comic atmosphere, it helps us to understand them. Auditions are held biannually.

THREAD. Recognized in the fall of 2007, THREAD exists to provide Emerson College students with the opportunity to publish their works of the script and screenplay format in a high-quality, professional anthology. It also offers the unique element of having a work of visual art accompany each published script. With the idea that the screenplay is an ultimately visual medium, THREAD attempts to showcase a drawing, sketch, painting, etc. of the same feel and tone alongside of each script. THREAD also provides scriptwriters and playwrights with the chance to move their scripts to the next stages in production with the annual staged Reading Night and ties with on-campus groups.

Undergraduate Students for Publishing. Recognized in the fall of 2006, Undergraduate Students for Publishing's purpose is to educate Emerson undergraduates about careers in publishing by inviting professionals to engage in discussion with students about their work. The club will host panels of professionals to speak about their specific jobs and give students advice on how to start their own career in publishing. In addition to this, the executive members will hold informational meetings to teach members the publishing vocabulary, give them resources on the publishing world, and generally keep them aware of the current events of the business.

Warlords. Through teamwork, determination, and the exploration of current technologies, members of Warlords will create films and digital videos in the genre of action and all sub-action genres and crossovers.

WECB. This closed-circuit radio station (99.9 FM/640 AM) serves the Emerson residence halls and dining facility. The station is staffed by students and operates on revenue generated through advertising. Auditions are held at the beginning of each term. Positions are available in sales, promotion, production, public relations, programming, music announcing, news reporting, and sportscasting.

WERS-FM. WERS 88.9 FM, New England's oldest noncommercial radio station, reaches out to a potential audience of three million people with its eclectic blend of music, news, and public affairs programming. The 4,000-watt station is entirely student-operated and has been recognized nationally for its excellence. *Boston* magazine chose it as Boston's Best Radio Station in 1989 and *Details* magazine made the same choice in 1991. WERS raises much of its own funding through its annual Live Music Week fundraiser, during which more than 90 live musical performances are presented from the WERS studios. Auditions are held at the beginning of each term.

Women in Motion. Women in Motion is a student-run, production-oriented organization dedicated to providing an opportunity for students interested in filmmaking to further their education through workshops, guest speakers, and the experience found in a collaborative and creative working environment. While the foundation of the organization is to support women in leadership roles, the organization is open to both men and women.

Fraternities and Sororities

Greek Council. The Greek Council was established to facilitate the movement of Emerson's Greek letter organizations toward unification and harmony through the evaluation of existing and prospective Greek letter organizations, and through working together on projects to serve the Emerson College community. Membership consists of any fraternity or sorority recognized by the Greek Council and Emerson College.

Alpha Epsilon Phi. This is a national sorority that was originally founded at Barnard College in 1909 and begun at Emerson College in 1988. AEPhi is a social sorority that believes in promoting faculty approval, student esteem, and Greek unity.

Alpha Pi Theta. A local social fraternity with goals of brotherhood, love, and trust.

Kappa Gamma Chi. A professional sorority founded in 1902 committed to serving the College and local community. The sisterhood fosters the ideal of nurturing professional, strong, and independent women.

Phi Alpha Tau. Founded in 1902, Tau is the oldest communication arts fraternity in the United States. Tau provides special programs and services at Emerson, including the College press conference and presentation of the Joseph E. Connor Award.

Sigma Alpha Epsilon. A national fraternity with a long history of service to the community. The brotherhood is involved in numerous charitable and social endeavors.

Sigma Pi Theta. A social sorority dedicated to stimulating unity, growth, support, and awareness among the women at Emerson College.

Zeta Phi Eta. The co-ed Alpha Chapter of the oldest national professional fraternity in the communication arts and sciences was founded at Emerson College in 1908. Membership is based on recommendation and scholarship in speech. Major community projects have included volunteering for various AIDS benefits, the Jimmy Fund, and the Boston Marathon.

Honorary Societies

The Gold Key Honor Society. The Gold Key Honor Society is Emerson's official academic honor society. To qualify, a student must be either a junior or senior, with no fewer than 48 credits earned at Emerson College. Inductees into Gold Key are those juniors at the top 5 percent of their class, and seniors at the top 10 percent of their class (including seniors inducted in their junior year).

Lambda Pi Eta. A national honor society for students who have achieved academic distinction in communication. Open to juniors and seniors in the Department of Communication Studies; eligible students must have achieved a 3.8 or higher and have earned 60 or more credits.

For an expanded description of student clubs and organizations, consult the Student Handbook or visit *emerson.edu/student_life*.

Athletics and Recreation

The Department of Athletics coordinates the College's varsity, club, intramural, and recreational sports programs. Athletics at Emerson is an opportunity for student-athletes to bring out their best through competition and to learn valuable lessons on and off the field that will stay with them throughout their lives. Lessons about teamwork, self-discipline, dependability, and dedication help shape a well-rounded individual.

Varsity Program

Athletics at Emerson offers a wide variety of sports in which today's student-athlete can participate. Student-athletes can display their skills in 15 varsity sports. The Lions field varsity teams in:

Men	**Women**
Baseball	Basketball
Basketball	Cross Country
Cross Country	Indoor Track and Field
Lacrosse	Lacrosse
Soccer	Soccer
Tennis	Softball
Volleyball	Tennis
	Volleyball

Emerson College is a Division III member of the National Collegiate Athletic Association (NCAA), the Eastern College Athletic Conference (ECAC), and the Great Northeast Athletic Conference (GNAC). The Athletic Department is located at 150 Boylston Street, Lower Level 2, and can be reached at 617-824-8690 or at *emerson.edu/athletics*.

Please note: Students on academic probation are not allowed to practice, travel, or compete with varsity athletic teams.

Club Program

The Club Program offers students the opportunity to compete intercollegiately at a less time-intensive and more student-run level than at the varsity level, but with more structure than an intramural sport. The Department provides support for each club program (which may include coaching, financial, transportation, etc.). The Club Programs in 2008–2009 were ice hockey, Quidditch, and dance.

Intramural Program

Having fun, exercising, and competing at a friendly level is the successful formula that defines the Emerson Intramural Sports Program. The intramural program allows students the flexibility to choose to participate in sports as their time and interest permit. The Brown-Plofker Gymnasium, opened in September 2006, allows greater opportunity for indoor varsity, club, and intramural sports.

Lester Rotch Field

Located a mile from campus, Rotch Field is home to Emerson's soccer, lacrosse, and softball teams, as well as intramural and recreational outdoor sports. It was completely rebuilt in 2004 and opened in the spring of 2005, and athletes now play on FieldTurf synthetic surface. The field is also lighted for night games and contains a clubhouse that houses team and officials' locker rooms, a conference room, and a trainer's room.

Fitness Center

The Emerson College Fitness Center (ECFC) offers exercise and wellness programs designed to meet specific interests and goals including proper diet and nutrition, stress management, sports conditioning, and general physical fitness. At no cost to the Emerson community, the ECFC provides state-of-the-art strength training, cardiovascular and free weight equipment, and a studio where a daily schedule of aerobic, dance, yoga, and conditioning classes are offered. The Fitness Center is located in the Lower Level of the Little Building (80 Boylston Street) and can be reached at 617-824-8692.

Emerson College's Financial Assistance Program helps qualified students and their families finance the student's education. Sources of assistance include scholarships, grants, employment, loans, or a combination of these. Institutional funds at Emerson College are awarded on the basis of both financial eligibility and academic merit. All federal funds are awarded on the basis of financial eligibility. The responsibility for financing a college education initially rests with the student and his or her family. Assistance is provided by the College as a supplement to the family's effort. Anyone wishing to apply for financial assistance should access our website at *emerson.edu/finaid.* International students are not eligible to receive need-based financial assistance. Only citizens or permanent residents of the United States are eligible to apply for need-based financial assistance. International students should evaluate the cost of studying at Emerson and be prepared to finance it totally.

College Costs and Student Expense Budgets

The total cost of attending an institution is an important factor in family financial planning. The tuition, room and board, and other fees and charges compose the majority of an Emerson student's expenses. However, books and supplies, personal needs, and transportation must also be included. Students and parents should allow for inflation when considering financing four years of attendance at Emerson. The college estimates that the typical residence hall student should be prepared for costs of approximately $44,429 for the nine months of the 2009–2010 academic year. A student living off campus should expect approximate costs of $46,099, which includes an estimated amount for nine months of rent and off-campus expenses. Commuting students can anticipate spending perhaps $36,649 for the academic year. (A commuter is defined as a student living at home with his or her parents or other relative.)

All of the expenses listed above are used to determine the student's college budget; they are not the billed costs for the College. When the Office of Student Financial Services reviews an application to determine a student's financial eligibility, this entire college budget is used as a base, rather than merely the amount of the tuition and room/board bill.

For more and detailed information on costs, financial assistance, and financing options, contact the Office of Student Financial Services at 120 Boylston Street, Boston, MA 02116-4624 or visit its website at *emerson.edu/finaid.*

Restricted Scholarships

Emerson College has a number of restricted scholarships and awards that are available to students who meet the eligibility requirements set forth by the respective donor. The Office of Student Financial Services makes all awards. If the award is designated for a student(s) in a particular department, that department is consulted. Due to the balance of individual endowment funds, not all scholarships are awarded annually.

The scholarships listed below are funds conferred to Emerson College by private donors. These scholarships are disbursed through the Office of Student Financial Services. To be considered, students must complete a financial aid file with the Office of Student Financial Services unless otherwise noted. These scholarships are awarded to a student for one semester and they are not renewable unless otherwise noted. Funding for these scholarships is not guaranteed each year. Awards are dependent on funding levels. These scholarships are only for full-time students and are only available for courses taken during the fall and/or spring semesters.

Alumni Association Scholarship. The Alumni Association Scholarship awards a minimum of $2,500 annually to a deserving student. At present, the scholarship rotates between an undergraduate and a graduate student. Recipients qualify for renewed receipt of the scholarship until their graduation depending on maintaining the standards required for continued eligibility.

Eric Algren Scholarship. This scholarship was established in memory of Eric Algren '96 by friends and family and is awarded to a student participating in the Los Angeles Program who is interested in filmmaking.

Ed Ansin Diversity Scholarship. The scholarship was established in 2007 and supports undergraduate students from economically disadvantaged backgrounds, first-generation college students, or students from racial and ethnic groups that are underrepresented at Emerson and who demonstrate financial need. Preference will be give to members of the Boston chapter of the Boys and Girls Clubs or its successor organization. The scholarship is renewable providing the student maintains full-time enrollment and is in good academic standing.

Eckardt and Barbara Horowitz Beck Scholarships. Established by a gift from E. Chris Beck '68, H'94 and Barbara H. Beck '69. Awarded on the basis of excellence in communication to students with freshman, sophomore, or junior standing who demonstrate financial need.

Beth Hodgson Berkowitz Scholarship. Established in 1998 and awarded on the basis of financial need to a student who has maintained at least a B grade average.

Bill Bordy Scholarship. Established by a gift from Bill Bordy '58, and awarded on the basis of financial need and academic achievement. One scholarship will be given to a student in each of the following programs: Performing Arts, Visual and Media Arts, or Journalism; and Writing, Literature and Publishing.

Ruth and Bernard Bork Scholarship. Awarded on the basis of financial need to a student majoring in Communication Disorders.

Mark Bortman Scholarship. Awarded to a student with financial need who has demonstrated superior academic achievement in his/her freshman and sophomore years. The Bortman scholarship is credited for two consecutive years at the junior and senior level. (This is an exception to the non-renewable clause listed above.)

Harry and Doris Brudnoy Scholarship. Established in 2005 by a bequest from David Brudnoy in tribute to the memory of his parents. As an honorary brother of Phi Alpha Tau, David Brudnoy gave freely of himself as a friend and mentor. The scholarship will be awarded to an active brother of Phi Alpha Tau who is a full-time student with financial need.

Mary Burrill Scholarship. Established in 2002 in honor of playwright and educator Mary "Mamie" Burrill, 1904, the earliest known Emerson graduate of color. Awarded to a deserving AHANA (African, Hispanic, Asian, and Native American) student or students in the incoming freshman class.

Jess Cain Scholarship. Established in 2008 by friends and family in memory of radio broadcaster Jess Cain. Awarded on the basis of financial need to a student planning a career in radio.

Darren Cecil Scholarship. Established in 1986 in honor of Darren Cecil '86. Awarded to an undergraduate with a disability who shows financial need and demonstrates a high level of academic performance.

Lyell B. Clay Memorial Scholarship. Established by Whitney Clay Diller '79 as a tribute to her father. Awarded to a full-time undergraduate student in the School of Communication who has financial need and is in good academic standing. Preference is given to students from West Virginia.

Chet Collier Fair and Balanced Journalism Scholarship. Established in 2003 in honor of Chet Collier '50, the scholarship will be awarded to an undergraduate journalism student who demonstrates an understanding of fair and balanced journalism.

Hamilton D. Comstock Scholarship Fund. Established by the National Alumni Board of Directors in honor of Hamilton Duffy Comstock '67, G'69. Supplemented by a gift from the estate of Jane Comstock. Awarded to the child, grandchild, or sibling of an Emerson graduate who demonstrates excellence in scholarship, strong leadership potential, and participation in alumni affairs.

S. James Coppersmith Broadcasting Scholarship. Established in 1997 by friends and associates. Awarded to a student entering his/her junior year concentrating in Broadcast Journalism. The award is based on high academic achievement and financial need.

Peter V. Corea Scholarship. For nearly four decades, the late Peter Corea devoted himself to developing Emersonians' abilities for self-expression, social interaction, and community participation. This scholarship was established by his son, William, and widow, Alicia, and was first awarded in 2007 to a full-time undergraduate student on the basis of financial need and academic achievement.

Kenneth C. Crannell Sr. Scholarship in Speech Communication and Public Leadership. Established by family and friends in 2005 in honor of Emeritus Professor Ken Crannell. Dr. Crannell received his bachelor's and master's degrees at Emerson and inspired Emerson students for more than 45 years. The scholarship will be awarded to a full-time first-year or transfer student with financial need whose high school background and program of study at the college indicate an interest in oral communication and a career in public life.

Wilma Tyson Cremer Scholarship. Established in honor of Wilma Tyson Cremer '39 by her husband. The scholarship is awarded to a student who excels in oratory or oral interpretation.

John Diamantakiou Scholarship. Established in memory of John Diamantakiou '91 by his family and friends. The scholarship is awarded to a student in Political Communication.

Lois Dow Scholarship Fund. Established by bequest of Lois Dow Wilkins '29. Awarded to students who demonstrate financial need with an outstanding interest in the study of Performing Arts and Visual and Media Arts.

Emerson College Comedy Scholarship. The scholarship was established in 2006 with funds from an event celebrating 30 years of Emerson comedy. The fund will be supplemented annually with proceeds from the Emerson Comedy night of the Boston Comedy Festival. The scholarship will be granted as tuition to a rising senior who has demonstrated leadership and talent in the writing, performance, or direction of comedy.

Nicole duFresne Scholarship. Established as a tribute to the memory of Nicole duFresne '99. The scholarship will be awarded to a socially conscious female with financial need who is studying acting and/or playwriting and demonstrates a passion for learning.

Polly Epstein Scholarship. Established in her memory by her husband and children in 1996. The award is granted to a student based on financial need and academic achievement.

Celia Segal Foster Scholarship. Established in her honor by her children and grandchildren, the scholarship has been awarded since 2007 to a student in Performing Arts based on academic performance and financial need.

Tom and Kathy Freston Diversity Scholarship. First awarded for the academic year 2008–2009, the scholarship is for undergraduate students from economically disadvantaged backgrounds, first-generation college students, or students from racial and ethnic groups underrepresented at Emerson or who are committed to enhancing and promoting diversity at Emerson and demonstrate financial need. Preference will be given to African American students but is not limited to this group. The scholarship is renewable provided the recipient maintains full-time enrollment and good academic standing.

Amy Beth Gallagher '88 Scholarship. Established in Amy's memory by family and friends. Awarded annually to a student (or students) from Clinton, Essex, Franklin, or St. Lawrence counties of northern New York. Student(s) must demonstrate academic achievement and financial need. Preference should be given to students interested in a career in mass communications. If no one in the above counties is eligible, the scholarship can be awarded to a student from as far south as Albany, New York.

Elinore A. Greene Scholarship. Established in 2009 by a bequest from Elinore A. Ziff Greene '49, the scholarship is awarded annually for deserving students in good standing. Preference will be given to nontraditional students returning to their studies in Performing Arts.

Olive Palmer Hansen Scholarship. Established in 1956 by a bequest from Olive Palmer Hansen, the scholarship is awarded on the basis of academic standing and need.

William Randolph Hearst Scholarship. Established in 1987. Awarded to AHANA students (African, Hispanic, Asian, and Native American) on the basis of financial need.

Laura C. Hodgkinson Scholarship. Established by bequest from Ms. Hodgkinson and awarded on the basis of financial need.

Sophie Horowitz Scholarship. The scholarship was established by friends and family of Sophie Horowitz, the mother of Evelyn Horowitz Malinowitz '67, and is awarded to a woman over 40 who is studying for her first college degree.

Iwasaki Scholarship. Established in 1998 by Dr. and Mrs. Shoo Iwasaki. Awarded annually to two students in the entering freshman class who are American citizens accepted into the Honors Program. This scholarship is renewable provided that the students maintain full-time status in the Honors Program and have a GPA of 3.3 or higher.

V.C. Jessman Scholarship. Established by bequest in 1968. Awarded on the basis of high academic performance and financial need.

Elizabeth Keppie Scholarship. Established by Elizabeth Keppie, 1908. Awarded to a student with high academic performance and financial need.

Helen Hughes Lane Scholarship. Established in 2001 by bequest of Helen Hughes Lane '39. The award is granted to an undergraduate or graduate student in Journalism.

Agnes Lindsay Trust Scholarship. Awarded to needy students from rural communities (fewer than 5,000 residents) in New England. Funded since 1994 by the Agnes Lindsay Trust.

Arch MacDonald Scholarship. Established by TV stations WNEV, WCVB, WBZ, and WLVI in honor of Arch MacDonald, Boston's first TV news anchor. Awarded to a student in Broadcast Journalism who demonstrates academic achievement, financial need, and potential success as a professional.

Hal and Tillie Mady Scholarship. Established by trustee Lucie Salhany in honor of her parents, the scholarship is for a full-time female undergraduate student at Emerson College who is majoring in broadcast communications. The award is based on financial need and a cumulative GPA of 2.5 or higher. The scholarship may be renewed through senior year as long as the recipient's major is unchanged, her status remains full-time, financial need continues, and the cumulative GPA remains at a minimum of 2.5.

Beatrice Talmas Mantel Scholarship. Established in 1990 by a gift from the estate of Beatrice Talmas Mantel '19. The award is based on financial need and high academic achievement.

Lou Marcel Scholarship. Established in his memory in 1986 by friends, family, and WCCM-FM. Awarded to a sophomore, junior, or senior from the greater Lawrence, Massachusetts, area concentrating in Radio/TV Journalism and demonstrating financial need.

Rosemary H. McCorkle Scholarship. Established in 1996 in her memory. Award preferably given, but not limited to, an African American studying Communication Disorders and entering his/her junior year, who demonstrates financial need and academic progress.

Phyllis Adams McCullough Scholarship. Established by a gift from Phyllis Adams McCullough '35. Awarded to a student studying Performing Arts who demonstrates financial need.

Joy McKinley Scholarship. Established in 1983. Awarded to a Communication Disorders student who demonstrates financial need.

Gertrude Morrison Scholarship. Established under the will of Gertrude Morrison '15, H'62. Awarded to a talented and worthy student.

Zarie A. Noorjanian Scholarship. Established by Zarie Noorjanian '30. Awarded to a student in Visual and Media Arts or Journalism on the basis of financial need and high academic standing.

Sadie A. O'Connell Scholarship. Established by a gift from Zarie Noorjanian '30 in honor of Sadie A. O'Connell '21. Awarded to a student in Writing, Literature and Publishing on the basis of financial need and high academic standing.

Julian Olansky Scholarship. The scholarship, established in 2007 by MetroRadio System, will be awarded to a student with financial need who has a strong interest in photo or video journalism.

Leo and Regina Posnansky Scholarship. Established by former Emerson employee Dan Posnansky in honor of his parents. Award based on financial need and academic achievement.

Dominic J. Puopolo Entrepreneurial Scholarship Fund. Established by friends in 1999. Awarded to an undergraduate who has demonstrated unique qualities of individual and professional initiative that best predict future success.

Mabel Arnett Putnam Scholarship. Established by bequest in 1976. The award is based on financial need and academic achievement.

RKO General, Inc. Minority Scholarship. Awarded to students of color from the Commonwealth of Massachusetts who are concentrating in one or more areas of communication to the public (radio/television, film, or print/broadcast journalism) who demonstrate high academic achievement and financial need.

Ellen Reich Memorial Scholarship. Established in 1981 by family and friends of Ellen Reich '75, the award is granted on the basis of financial need and academic standing.

Bertha Reynolds Scholarship. Funded by Mr. and Mrs. Joseph C. Reynolds. The award is based on academic achievement and financial need.

Riendeau Memorial Scholarship. Established in memory of Leonard Riendeau '64 by family and friends. The award is for a junior or senior in Theatre Education who maintains a minimum grade point average of 3.2 and demonstrates financial need.

Cecil and Helen Rose Oral Interpretation Performance and Forensics Grants. Established in 1994. Awarded to students who further the tradition and excellence in oral interpretation associated with the area of Communication Studies. Grants are awarded for forensics and oral interpretation of literature.

Charles Rosen & David Panzer Scholarship. Established by Charles Rosen '68, the scholarship is for students with a minor in business or who participate in the Emerson Experience in Entrepreneurship. Preference is given to students from economically disadvantaged backgrounds who advocate for LGBT (Lesbian, Gay, Bisexual, and Transgender) causes.

Harry S. Ross Scholarship. Established by a gift from Zarie Noorjanian '30 in honor of former Emerson College President Harry Seymour Ross. Awarded to a student in the Department of Communications based on high academic standing and financial need.

Saga/Marriott Scholarship. Established in 1987. Awarded on the basis of academic achievement and financial need.

Rob Sands Scholarship. Established in 2008 by alumnus Rob Sands '68, the scholarship is awarded to a needy undergraduate student, with first preference to students who have demonstrated advocacy on and an affinity for LGBT (Lesbian, Gay, Bisexual, and Transgender) causes.

Isabel Sanford Award. Established by a gift from Isabel Sanford H'85. Awarded to an African-American student entering his/her senior year and studying performance or writing for the theater, television, or film.

Saval Scholarship. Established by Maurice Saval H'76. Awarded to sophomores, juniors, and seniors who demonstrate outstanding potential in their academic performance as well as special accomplishments in terms of community service, talent and/or leadership in the communication field. Financial need also considered.

Barry Savenor '88 Scholarship in Visual and Media Arts. The scholarship, established by the Savenor family in Barry's memory, will be awarded to a full-time undergraduate student with financial need who is a VMA major and has demonstrated an interest in photography.

Rena Shapiro Scholarship. Established by friends and family in 1988. Awarded to a Theatre Education student who demonstrates financial need and who intends to pursue a career in teaching children.

Tom Shovan Scholarship Fund. Established in 1994 by friends, family, and associates in memory of Tom Shovan. Awarded to undergraduate students majoring in Media Arts (with a preference for Broadcasting) who show tremendous promise and financial need.

Toba Berman Smokler Scholarship. Established by a gift from Toba B. Smokler '38. Awarded annually to a student from the Midwest who demonstrates academic excellence and financial need.

Torie (Victoria) Snelgrove Memorial Scholarship. Established in memory of Torie Snelgrove '06 by her family and friends. Awarded annually to a full-time undergraduate student in Broadcast Journalism.

Joseph Spencer Scholarship. Established by the classmates and friends of Joseph Spencer '76. Awarded to a junior or senior concentrating in Visual and Media Arts or Journalism.

Sperry Music Scholarship. Established by bequest from Winifred Sperry, the scholarship is awarded to a Longy School of Music student who is studying the pipe organ and is jointly enrolled at Emerson College.

Surdna Foundation Scholarships. Established in 1987. Awarded to a student from New York State on the basis of financial need and academic achievement.

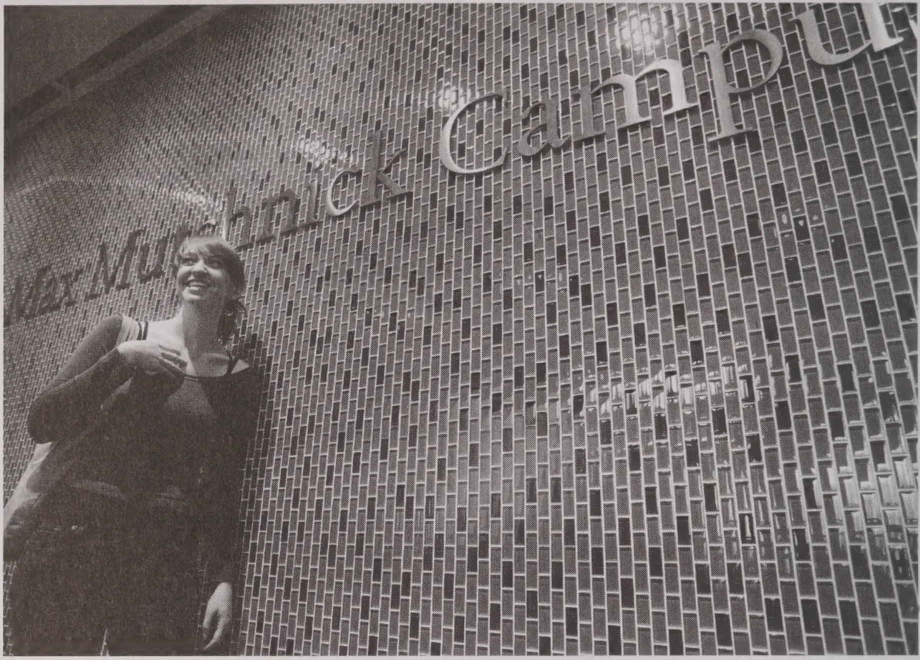
Maxine Cummings Walker Scholarships. Established in 1999. Awarded annually to students who demonstrate high academic achievement and an outstanding interest in attending Emerson College.

WCRB Scholarship. Established in 1986 in honor of WCRB founder Theodore Jones. Awarded to a student of academic merit and financial need entering the field of radio broadcasting. Priority is given to minority students (including women).

Janet S. Yorston Scholarship. Established by Janet Smith Yorston '37, H'58. Awarded to worthy students demonstrating financial need.

John C. Zacharis Forensics Award. Established by a gift from the family of Dr. John C. Zacharis '58, G'59, the 10th president of Emerson College. Awarded to a full-time incoming freshman who demonstrates promise in the area of forensics and, based on satisfactory academic performance, is renewed in the sophomore year.

John C. Zacharis Scholarship. Established by gifts from alumni, faculty, students, colleagues, and family of Dr. John C. Zacharis '58, G'59, the 10th president of Emerson College. Awarded to a full-time undergraduate or transfer student who has made a great impact on the Emerson College community.



Tuition and Fees 2009–2010

	Term I (Fall)	Term II (Spring)	Total
Tuition	$14,704	$14,704	$29,408
Room and Board (standard double rate)	$6,140	$6,140	$12,280
Student Government Association	$80	$80	$160
Health Service	$145	$145	$290
Orientation Fee (new students only)	$140	–	$140
International Student Pre-Orientation (one-time)	$125	–	$125
Health Insurance (may be waived under certain conditions)	$894	–	$894
Commencement Fee (assessed upon completion of 90 credits)	$100	–	$100

Tuition on a per-credit (part-time or overload) basis is $919 per credit hour.
All fees are subject to change.

It is the policy of Emerson College to provide educational programs, room and board, and social opportunities for students at a cost reflecting economic efficiency that is compatible with high quality. Every effort will be made to make charges clear and well known. Students are responsible for knowing and understanding charges and fees and for meeting financial obligations on time. Additional information pertaining to student accounts including tuition and explanation of fees can be accessed on our website at *emerson.edu/billing*.

Financial obligations of enrolled students are indicated in the following section of this catalogue. Failure to meet payment deadlines through direct payment to the College's Office of Accounts Management or by written evidence of grants or loan awards will result in an interest charge of 1.5 percent per month. Nonpayment will result in cancellation of enrollment, denial of registration for classes, denial of occupancy of dormitory space, and denial of use of the College dining room, library, and all other facilities.

Students will be charged in full for willful or careless damage, breakage, or loss of College property, including library materials. Notice of such charges, with substantiating evidence, will be issued by the College.

Billing and Payment

Tuition, fees, and all other charges are to be paid in full prior to August 3 for the Fall 2009 semester, January 4 for the Spring 2010 semester, and at the time of enrollment for all summer and winter terms in order for students to be officially registered. Tuition statements will be mailed twice per year to the permanent address the College has on record. The College accepts Visa, MasterCard, and American Express cards for payment of tuition and fees.

The Trustees of the College reserve the right to change tuition rates or fees, at their discretion, whenever it is determined advisable.

Deferred Payment Plans

Student accounts are payable to the College prior to the beginning of each semester, as billed. Students wishing to pay their accounts in monthly installments may do so by participating in the TuitionPay Payment Plan offered by Sallie Mae. All deferred payment plan arrangements must be made directly between the student and the outside financial institution. Arrangements must be completed prior to the payment deadline.

Tuition and Fees

For full-time students, those registered for between 12 and 16 credits a term, one-half of the academic year's tuition is charged for the fall term and one-half for the spring term. Special and part-time students, and those enrolled for more than 16 credits will be billed on a per-credit basis.

Credit Balances on Student Accounts

Credit balance refunds are available to students who have overpaid their accounts. To request a credit balance refund log onto *emerson.edu/billing*. Credit balance refunds are granted to enrolled students only when a credit balance exists. Please note that no refunds may be issued based on an anticipated credit balance (e.g., financial aid not yet disbursed). A credit balance must exist prior to the refund request. Credit balance refunds will be processed by the Office of Accounts Management within two Fridays from the date in which the request is received.

Refund Policy

Tuition refunds to students who have withdrawn officially are made when withdrawal is filed as follows:

- During the first two weeks of classes—80% refund of tuition
- During the third week—60% refund of tuition
- During the fourth week—40% refund of tuition
- During the fifth week—20% refund of tuition
- After the fifth week—No refund is made

Prorated room and board credit adjustments are made to students who file a written withdrawal or leave of absence prior to the end of the fifth week of a given term. See Student Handbook and Planner for additional details on room and board refund policy. Refunds usually will be processed within 30 days. Fees are nonrefundable after the first day of classes.

No tuition refund is made when withdrawal of a student is required by College authorities, or when a student withdraws from a course with a WP or WF grade.

Withdrawal and Leave of Absences for Students Receiving Title IV Federal Assistance

All students are eligible to receive full credit of their tuition and fees, excluding nonrefundable deposits, if they withdraw before the first day of classes. Students receiving federal financial aid funds who withdraw on or after the first day of classes will have their aid adjusted using the percentage determined by the Federal Return of Title IV Funds calculation. Adjustments will be made based on the number of days a student attends, up to the 60 percent point of the semester. Tuition charges on the student's account will be adjusted by the same percentage used to adjust aid. On-campus housing and meal charges will be adjusted based on the College's published institutional policies. Other institutional fees charged to the student's account are not refundable.

Room and Board

One-half of the academic year's room and board charge is billed for the fall term and one-half is billed for the spring term. Selection of a meal plan is mandatory for all students living in Emerson residence halls; it also is available to off-campus students. There are several meal plans from which to choose. Information on them is available from the Office of Housing and Residence Life.

All continuing students who request College housing must pay a room deposit, which is applied to the first term's bill. This deposit is nonrefundable.

Fees and Other Costs

Application Fee

Sixty-five dollars must accompany an application for admission. This fee is not refundable.

Admission Deposit

Five hundred dollars is payable at the time of the student's confirmation of admission to the College. This deposit is nonrefundable.

Student Government Association Fee

A Student Government Association fee is charged to each student to cover class dues, student government activities, athletic association dues, and publication of the College newspaper.

Orientation Fee

This is a one-time charge to all newly entering students.

Commencement Fee

This mandatory one-time fee is assessed to the student's account upon completion of a set number of credits toward graduation. Undergraduates are assessed the fee upon completion of 90 credits toward graduation, not at the time of graduation. All students are responsible for this fee whether or not they participate in Commencement; the fee covers expenses such as rental of commencement venue and the commencement reception.

Health Fee

This fee is mandatory and nonrefundable and is billed per semester. It will not be prorated for part-time matriculating students. The health fee enables students to access the College's Counseling Center and the Center for Health and Wellness during the fall and spring terms.

Center for Health and Wellness and Health Insurance

All students enrolled for 9 credits or more are required to submit a health form—this includes medical history, tuberculosis-screening questionnaire, and immunization verification form. In addition, Massachusetts state law mandates that all college students must have certain immunizations valid and current as a condition of enrollment. Students must provide evidence of vaccination/immunity or submit documentation that they meet the standards for medical or religious exemption within 30 days of the first day of classes. Failure to do so will jeopardize a student's enrollment and on-campus residency. The health form documents are sent to confirmed students by the Admission Office. Forms are due by September 30 for students entering in the fall semester and February 15 for students entering in the spring semester.

The state law requires undergraduate students enrolled at least ¾ time (9 credits or more) to be covered by a qualified health insurance program. The College automatically provides a health insurance policy for all matriculating students. In addition to this automatic health insurance policy, the College offers two special insurance options—a special policy for students graduating in December, and a summer-only policy for students who need specific coverage for summer months. Please contact the Office of Accounts Management for more information on the special insurance policies.

The automatically assessed student health insurance premium may be waived by providing proof of enrollment in comparable coverage by another qualified health insurance program. Coverage under a health benefit plan is comparable if:

1. The health benefit plan provides to the student throughout the school year reasonably comprehensive coverage of health services, including preventive and primary care, emergency services, surgical services, hospitalization benefits, ambulatory patient services, and mental health services.

2. The services covered under the health benefit plan are reasonably accessible to the student in the area where the student attends school.

This waiver must be completed online at *emerson.edu/billing* by the end of the second week of classes each year for the student to be exempt from the Emerson College insurance program. The insurance waiver process is separate from the health forms mentioned above.

The student health insurance policy is designed to offer protection against unexpected and potentially heavy expenses for accidents or illnesses. A copy of the Health Service Program and Health Insurance Plan is mailed annually to all students from the Student Administrative Services Office. Please refer to this document for specific coverage benefits.

During the academic year, students enrolled in the student insurance program are required to first seek an evaluation at the Center for Health and Wellness prior to receiving non-emergency medical care. Authorization for specialty care is required for medical problems.

Insurance Regulations for Students Who Experience Loss of Coverage Midyear

Massachusetts state law requires all students participating in at least 75 percent of the full-time credit level (9 or more credits) to be continuously enrolled in a qualifying health insurance plan. Students who waive the College-sponsored insurance program at the beginning of the year and subsequently lose their alternative coverage are obligated to seek immediate enrollment in either the College-sponsored plan or a qualifying alternate insurance plan. In either case, students are responsible for notifying the Office of Accounts Management to make arrangements for enrolling in the College-sponsored insurance plan or updating their insurance waiver card with the pertinent information regarding their new qualifying alternative plan.

International Students

Massachusetts regulation does not consider coverage by insurance carriers outside of the United States and coverage by foreign national health services programs as comparable under a qualifying student health insurance program. To be eligible to waive the insurance, the policy must meet the above definition of "comparable," be underwritten by a U.S.-based insurance carrier, and be accessible to the student the entire academic year while he or she is at Emerson in Boston, or one of its external programs. The benefit coverage must be comparable to that required by the Commonwealth of Massachusetts. Exceptions to the regulations are:

1. Students whose health coverage is sponsored through their country's embassy.
2. Students whose health coverage is mandated and provided through a scholarship or special program.

These exceptions allowing a waiver assume that the student's insurance coverage is comparable to that required by the state regulations. This regulation will require that the vast majority of international students be enrolled in the Emerson College-sponsored insurance.

Medical Tuition Refund Insurance Plan

Elective insurance is available from the Dewar Tuition Refund Plan to enhance the existing refund policy of the College. This insurance provides coverage for medical withdrawals not covered by the College policy due to date of the withdrawal or the nature of the charges. (The College policy does not provide for refund of fees or 100 percent refund of room and board charges.) This plan would provide 100 percent protection in the case of a medical withdrawal. (Psychological withdrawals pay up to 60 percent of the outstanding cost.) Applications must be submitted prior to the first day of classes. The premium is 1 percent of the total charges for the academic year.

Other Charges

Miscellaneous fees, such as those on the following list, will be billed as appropriate. Changes to this list are at the College's discretion.

Late Registration	$50
Audit Fee (per credit)	$25

Collections Policy

Outstanding balances not covered by financial aid or an approved deferred payment plan will result in the monthly assessment of a finance charge on the unpaid balance. Students with unpaid balances at the end of the second week of classes face possible financial withdrawal and referral to an outside collection agency. Students referred to an outside collection agency will be responsible for all collection costs and interest charges.

Note: All delinquent accounts are subject to credit bureau reporting.

Academic Regulations

Emerson College is the only institution of higher education in America to concentrate solely on offering undergraduate and graduate degree programs for students interested in pursuing careers in communication and the performing arts. Unlike most institutions of higher education, Emerson does not simply treat communication as one among many departments. Instead, all of the College's major programs focus on some aspect of communication.

The object of the General Education Curriculum and each major program is to create an environment sufficient to challenge and support students as they develop the ability to speak and write effectively, to think analytically, to understand the present as it relates to the past, to reflect on fundamental beliefs, and to master the necessary skills to achieve career objectives.

These programs lead to one of the following undergraduate degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, and Bachelor of Music (offered in association with the Longy School of Music in Cambridge).

Baccalaureate Degree Requirements

Baccalaureate degree requirements are established by the faculty through the Academic Policy Committee and the Faculty Assembly. Upon completion of the requirements, students are recommended for graduation by the faculty to the Board of Trustees. Degrees are awarded on September 1, December 30, and at Commencement in May.

The curriculum is flexible within certain requirements and guidelines. Students are advised to keep in close contact with their faculty advisor and their School's Dean regarding official program requirements. It should be noted that not all courses are offered each semester.

1. Baccalaureate degree candidates must satisfactorily complete the General Education Curriculum, specific requirements for a major, and a minimum of 128 semester credit hours with a minimum cumulative grade point average of 2.0.

2. Transfer students must complete a minimum of five full courses in their major at Emerson College, regardless of the number of credits transferred into the students' major. A "full course" is defined as a 4-credit course or two 2-credit courses. Transfer courses must bear a minimum of 2.67 credits or more to fulfill a course requirement. Only the number of credits transferred will count toward the 128 credits needed for graduation.

3. Students must satisfactorily complete a minimum of 48 credits at Emerson College.

4. Students must complete their final 16 credits at Emerson College.

5. It is the responsibility of the student to ensure that all degree requirements are met as specified in this catalogue. Failure to be aware of a provision does not excuse a student from adhering to policy. While each student has an academic advisor, that person only provides advice, and it is up to the student to make decisions with respect to his or her program using that advice, this catalogue, the degree audit distributed by the Registrar's Office, and advising materials distributed by the Academic Advising Center. All academic and financial requirements must be met before a degree candidate may participate in the College's annual Commencement exercises held each May.

6. Prior to their final semester, students are required to complete an application to graduate and a senior credit evaluation. Upon completion of all requirements for graduation, as outlined in Item 1 above, students will be graduated by the College. Students who wish to extend their program of study beyond their degree requirements must file a petition with the Office of Academic Affairs. An approved petition must be presented to the Registrar's Office prior to registration. Financial aid recipients are strongly encouraged to consult with their financial aid advisor prior to registration.

Students must fulfill the degree requirements in effect at the time they matriculate (enroll for their first course), or any complete set of requirements adopted by the institution and published in a subsequent catalogue (picking and choosing among elements of various catalogues is not permitted). However, students who take more than seven years to complete their degree requirements must fulfill the requirements in effect at the time they graduate rather than the requirements in effect when they matriculated.

Fields of Study

Majors. A major allows the student to gain in-depth knowledge of one of the fields of communication or the performing arts. The schools specify the major courses, which constitute the student's college work. A major that leads to a Bachelor of Arts or Bachelor of Science degree may consist of 36 to 52 credit hours. A major that results in a Bachelor of Fine Arts degree may consist of 56 to 72 credit hours. Students should consult the appropriate program section of this catalogue for complete information on specific major requirements.

Double Major. Students may elect to have a double major by fulfilling all the requirements for a major in two different departments. Students who have a major in the Department of Visual and Media Arts may not double major. Students may not use the same course to fulfill a requirement in both majors. Students who successfully complete two majors only earn one degree.

Minor Programs. Minors give students the opportunity to explore an area outside their major fields of study. Students may not use the same course to fulfill a requirement in both the major and the minor. A minor consists of 16–20 credits of related coursework, which have been approved by the department in which the minor is offered. With the approval of the appropriate department, students may count up to 8 credits from the General Education Curriculum toward the minor.

Internship Credits. The College encourages qualified students to participate in internships to gain practical experience and develop professional contacts. Four- or 8-credit internships are available to juniors and seniors (students with at least 64 credits) who have a minimum 2.7 GPA. A 4-credit internship requires 16 hours a week over a 12-week period and an 8-credit internship requires 32 hours a week over a 12-week period. No more than 8 credits of internship, with the exception of student teaching, and no more than 12 credits of any combination of internship, directed project, and directed study may be applied to the total graduation requirements. **Students must participate in the mandatory Internship Workshop, offered through Career Services (see Student Life section), the semester before the internship.** See the appropriate departmental requirements for further specifications, including course prerequisites, and the Academic Calendar for registration deadlines. Students seeking a credit-bearing internship in Los Angeles must be enrolled in the Emerson College Los Angeles Program and are not required to attend the Internship Workshop offered through Career Services, but must attend the L.A. Program Orientation.

Academic Policies

Declaring a Major. Students select a major at the time they apply for admission to Emerson College by designating their preference on their application for admission. Students who were undecided about their major at the time they applied for admission are encouraged to declare a major before entering their junior year at Emerson (that is, before earning more than 64 credits toward graduation). Students who want to change their declared major or specialization must complete a Change of Major Form available at the Academic Advising Center. All major or specialization changes require the permission of the Department Chair of the desired major.

- Any student wishing to transfer into the Visual and Media Arts Department or change his or her specialization within VMA must submit an application by the designated deadline. For further information regarding deadlines, the application process, and GPA requirements, contact the Academic Advising Center at 617-824-7876.
- The Department of Performing Arts prohibits the internal transfer of students into the performance-based programs: Acting, Musical Theatre, and Theatre Studies with a performance emphasis.

Academic Advisors. All students are assigned an academic advisor who holds conferences with students during registration periods and meets on an informal basis whenever students seek advice about the curriculum, course selection, or other academic concerns. Students who want to change their faculty advisor for any reason must file a request at the Academic Advising Center. Students may not register for courses until they have been counseled by their advisor, although the student bears the ultimate responsibility for selecting his or her courses.

Registration for Enrolled Students. Matriculated students have priority for course selection according to the number of cumulative credits and class standing at the time of registration. Online registration for the spring semester is held at the end of November; for the fall semester, online registration is held in April. The Student Financial Services Office must financially clear students in order to register. Registration dates are listed on the Academic Calendar. Registration information is emailed to all currently enrolled students approximately three weeks prior to registration. Course schedule information on the web is updated daily. Students are responsible for following the registration instructions. Students who do not register by the deadlines listed on the Academic Calendar and in the registration information are assessed a $50 late registration fee. Students who fail to make financial arrangements for payment with the Student Financial Services Office prior to the set payment deadline may have their registration canceled.

Prerequisites. A prerequisite course may be required prior to taking an advanced course. Waiver of a prerequisite course is not routine and may be obtained only from the course instructor or the Department Chair. Credit will not be given for a prerequisite course that is taken after the advanced course has been completed satisfactorily.

Course Number Guide

Freshman-level courses	100/200 numbers
Sophomore-level courses	200/300 numbers
Junior-level courses, courses in major programs not open to freshmen	300/400 numbers
Senior-level courses, sophomores need written permission of the School's Dean or instructor	400 numbers; not open to freshmen
Combined senior and open to graduate students and seniors only	500 numbers
Graduate-level courses open to graduate students only	600 numbers

Auditing a Course. Students who wish to attend a class without working for, or expecting to receive, formal credit may register to audit the course. Students who audit a course may not participate in class, do not take examinations, and do not submit papers. Students may only audit lecture-type courses; students may not audit acting, dance, and production courses and voice lessons. Students must gain permission to audit a course from the course instructor and may not register to audit a course until the first day of classes in order to give priority to students needing to take a course for credit. Students may not attend any course without registering for either credit or audit. Students may not change an audit class to credit after the second week of classes. Consult the Financial Policies section of this catalogue regarding the cost of auditing a course.

Course Load. Undergraduates carrying 12–16 credits are classified as full-time during the fall and spring semesters. During the summer sessions a full-time load is 8 credits. To graduate in eight semesters, a student must average 16 credits per term. Students who are registered for 12 through 16 credits during the fall and spring semesters must pay full tuition; undergraduates who are registered for fewer than 12 credits during the fall and spring semesters are considered part-time students and are billed at a per-credit rate. Because a student's enrollment status affects financial aid awards, the student should consult the Financial Assistance Office to determine how a change in enrollment status would affect eligibility for financial aid.

Credit Overload. Students desiring to take more than 16 tuition credits during a semester must have a cumulative average of 2.7 or higher to be academically cleared to overload. Students may not take more than 4 overload credits. First-semester students may not overload, with the exception of voice, dance, and non-tuition courses. Overload courses are billed on a per-credit basis and require financial clearance from the Office of Student Accounts prior to registration.

Directed Studies and Directed Projects.
In a directed study or project, students work closely with a faculty supervisor in designing and carrying out a project for credit. Directed studies or projects may not duplicate existing courses. Directed study or directed project proposals must be approved by the supervising faculty member and the Department Chair prior to the end of the examination period of the preceding semester. Directed studies are open only to juniors and seniors with a minimum 3.0 GPA. A student may not count more than 12 credits of any combination of directed study, directed project, and internship courses toward the total graduation requirements. See the appropriate departmental requirements for further specifications and the Academic Calendar for submission and registration deadlines.

Practica. Practica provide students with the opportunity to gain theoretical and practical experience in a specialized area. Practica are designed by the faculty and vary on an annual basis. For further information about a practicum, students should consult their advisor.

Non-Tuition Credits. The College offers a number of 1-credit, pass/fail non-tuition activities for matriculated undergraduate students. The non-tuition activities may be repeated for credit but only 4 non-tuition credits may be applied toward the 128-credit minimum required for graduation. Non-tuition credits may not fulfill any major, minor, or general education requirement.

Courses at Other Institutions. During a degree program at Emerson College, students may take courses at nonaffiliated institutions up to a maximum of 64 transfer credits. These courses must be taken at a regionally accredited college or university. Coursework taken at a foreign institution will require special clearance.

Approval of coursework for transfer, particularly within the major, is not automatic, and the student must have a Request for Transfer of Credits to Emerson College Form approved by the Registrar before registering at another institution. Students must achieve a minimum grade of C in each course requested for transfer. Once a student has earned 64 credits, all additional transfer work must be done at a four-year, baccalaureate-degree granting institution. It is the student's responsibility to have an official transcript of courses taken mailed directly from the other institution to the Emerson College Registrar's Office. **Quarter hours and trimester hours will be reduced to semester hour credits.** Courses taken at other institutions that are three (3) semester hours can meet a general education or major requirement at Emerson College. However, the course will not be awarded the 4-credit equivalent. (Also see Undergraduate Degree Time Limit.)

Dropping and Adding Courses. All drop/add activity takes place online during the first week of classes by logging onto Student Self Service. After the fifth day of the semester, written permission from the instructor is required to enter any course and all schedule changes must be processed in person at the Student Service Center. After the 10th day of classes, no course can be added except by an approved petition, and no course can be added that increases a student's billing charges except through a petition that requires the approval of the Student Financial Services Office and, if applicable, the Financial Assistance Office. Such approved petitions are assessed a $50 late registration fee.
Dropping a course after the 10th day of classes, resulting in refund issues, is not permitted except through a petition approved through the Dean of Students Office.

Withdrawing from a Course. Students may withdraw from a course after the 10th day of classes and before the last two weeks of classes (or before the last five days of a summer session course). Students who wish to withdraw from a course must obtain a Course Withdrawal Form at the Student Service Center. The course instructor must sign the form and check one of two grades: WP (Withdrawn Pass) or WF (Withdrawn Fail), neither of which impact the student's GPA. It is the student's responsibility to return the signed form to the Student Service Center before the start of the last two weeks of classes. No refund is given to students who withdraw from a course.

Repeating a Course. Students who fail a course may repeat the course in an attempt to receive a passing grade. Both courses, and the grades received, are part of the student's permanent record and affect the student's cumulative grade point average.

Standards of Classroom Behavior. The primary responsibility for managing the classroom rests with the faculty. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the faculty member to leave the class for the remainder of the class period. Longer suspensions from a class or dismissal on disciplinary grounds must be preceded by a disciplinary hearing.

Attendance. Students are expected to attend classes regularly and promptly and are responsible for all coursework done while they are absent. Individual instructors determine the number of times a student may be absent or tardy before a grade is lowered. In classes where attendance is required, students are responsible for notifying the instructor in advance of unavoidable absences. Students must adhere to individual instructors' attendance policies. Attending an out-of-class activity or event for another course may not be used as an excuse to disregard a given class's attendance policy. A faculty member may not require a student to attend specified out-of-class activities that conflict with the student's schedule for another class.

The College's Center for Health and Wellness (CHW) does not provide students with notes excusing them from missing class or academic obligations. When indicated as a part of clinical management, the CHW may recommend alteration of academic requirements, deferment of responsibilities, non-participation in certain activities, and other appropriate measures for "health reasons." With the written authorization of the student, the Center may verify the nature and extent of the illness.

Prolonged Absence. When a student anticipates or experiences a prolonged absence due to accident or illness, the student should immediately notify the Dean of Students and each of his/her instructors. Under these circumstances, the student is advised to work with each professor to either obtain a course withdrawal, or if she or he is in good standing within a given course seek a time limited incomplete, or, depending on the situation, arrange a leave of absence for the semester in question.

Absence for Religious Observance. Massachusetts state law (M.G.L. 151C, § 2B) provides that "any student who is unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such requirement. The student will receive an opportunity to make up the examination, study, or work requirement which may have been missed because of such absence on any particular day provided, however, that such makeup examination or work does not create an unreasonable burden upon the College. No fees of any kind shall be charged by the institution for making available this opportunity to the student. No adverse or prejudicial effects shall result to any student who takes advantage of these provisions."

Emerson College instructors will attempt to accommodate students' requests for religious accommodations, but will only grant reasonable requests that do not unduly interrupt or interfere with the College's policies, or with a course's requirements or curriculum. Students' absences for religious observance are counted toward the total number of absences that a professor permits under his or her uniform attendance policy.

Absence Because of Jury Duty. Any U.S. citizen 18 years or older who resides in Massachusetts for 50 percent or more of the calendar year is eligible to be called for jury duty. However, you should keep in mind that the laws have been modified both to shorten the length of jury duty and to allow you to schedule your duty at a convenient time. For more information, students may visit *mass.gov/courts/jury*. Faculty will provide a reasonable substitute or compensatory opportunities for any required work missed so long as it doesn't create an unreasonable burden upon the College.

Withdrawal/Leave of Absence from the College. All students considering withdrawing or taking a leave of absence from Emerson must report to the Dean of Students Office to complete the appropriate paperwork. A student who subsequently chooses to return to the College returns at the same academic standing at which she/he left. Students who have either withdrawn or taken a leave of absence are not eligible to participate in varsity or intramural athletics, student clubs and organizations, or any other College-sponsored activity or program. Resident students who withdraw or take a leave are required to vacate College housing immediately. A leave of absence is good for a period of two years from the date of the leave. During this two-year period, students are eligible for readmission to the College through the Academic Advising Center. Students planning to return to the College must contact the Academic Advising Center by the established deadline for the semester under consideration and return a Request for Readmission Form. Students who wish to return to the College more than two years after their last semester of enrollment must submit a new application to the Office of Undergraduate Admission and be subject to current admission standards. Please note that students are considered to be on leave from the College based on the date of their last enrollment whether or not they complete the appropriate paperwork.

Class Standing. The Registrar determines each student's class standing. Freshmen have completed fewer than 32 credits, sophomores from 32 to 63 credits, juniors from 64 to 95 credits, and seniors 96 or more credits. Credits completed do not include outstanding incomplete grades.

Credit Evaluation for Graduation. Every student must file a Graduation Application at the Student Service Center. Students are required to schedule a senior credit evaluation before their last semester of attendance to ensure that they will be academically cleared for graduation. Senior credit evaluations will be done at the Student Service Center. It is the sole responsibility of the student to ensure that all degree requirements as specified in this catalogue are met. Failure to be aware of a provision does not excuse a student from adhering to it. All students will be billed a Commencement Fee at the time of billing for the start of their last year of attendance, and must pay this fee regardless of whether or not they participate in the Commencement exercises.

Participation in May Commencement for Prospective September Graduates.
Students planning to complete their degree requirements as of September may participate in the College's May Commencement ceremony provided the following requirements are met: 1. The student must apply to graduate by the last day of the spring semester. 2. The student must register and pay for the final coursework by the last day of classes in the spring semester. 3. The student must request Commencement tickets online by the last day of classes in the spring semester. Participation is allowed with the understanding that September graduates do not receive a diploma until degree completion.

Senior Per-Credit Petition. Students in their last semester at Emerson College, needing at least 12 but fewer than 16 credits to complete their degree requirements, may petition the Registrar to pay the per-credit rate in effect. The Senior Per-Credit Petition can be obtained at the Student Service Center or downloaded from the Registrar's website. Directions for completion and processing are on the form.

The completed petition must be filed with the Registrar on or before the end of the course withdrawal period for the semester requested. Once the petition is evaluated to ensure that the student will meet the credit graduation requirement and to determine the effect the per-credit payment may have on any financial aid awarded, the student will be notified. Senior Per-Credit Petitions will not be considered retroactively. Questions concerning this policy should be directed to the Registrar at *registrar@emerson.edu*.

Undergraduate Degree Time Limit. All requirements for a degree must be met within seven years of the student's date of matriculation at Emerson College. Because courses may become obsolete when they have been taken over a period of time that exceeds the normal four-year period, School Deans reserve the right to delete courses from a student's program of study when such courses are deemed to be obsolete for the current curriculum. Transfer credit for courses taken between five and 10 years prior to a student's matriculation at Emerson College is awarded on a case-by-case basis by approval of the Registrar and the appropriate School Dean. Transfer credit is not granted for courses taken more than 10 years before the student's matriculation at Emerson. An appeal to the Academic Petitions Committee for waiver of any of the foregoing policies may be made by filing a petition in the Office of Academic Affairs. (Also see Courses at Other Institutions.)

ECnet User ID and Password. Students are issued an Emerson College network (ECnet) account, which contains an email account (ECmail). All official College email is sent to ECmail addresses. Students using a non-ECmail address should use the ECmail forwarding feature to ensure that they receive all official College emails.

Change of Address. The Registrar's Office maintains two addresses for each student. The first is a billing address and telephone number that includes the name of the bill payer, usually the student's parent(s). Bills are sent to the bill payer at the billing address. The other is the student's local address and telephone number while attending Emerson. Billing address changes and changes of a bill payer's name should be reported, in writing, promptly to the Student Service Center. Address changes can be performed online by logging into Student Self Service.

Grading Policies

Grading System. The College uses a system of letter grades and quality points to evaluate student performance. Grade point averages are computed on a scale where A = 4.0 (93–100), A- = 3.7 (90–92), B+ = 3.3 (87–89), B = 3.0 (83–86), B- = 2.7 (80–82), C+ = 2.3 (77–79), C = 2.0 (73–76), C- = 1.7 (70–72), D = 1.0 (60–69), F = 0 (failing).

W	A W (Withdrawn) is recorded for students who take a leave of absence or withdraw from the College before the last two weeks of the semester. This grade does not affect the grade point average.
NF	A NF (No-Show) grade indicates that the student never attended the class and did not drop the course. This is not calculated as a failing grade.
WP	A WP (Withdrawn Pass) grade means the student was passing the course at the time of withdrawal. This grade does not affect the grade point average.
WF	A WF (Withdrawn Fail) grade means the student was failing the course at the time of withdrawal. Effective Fall 2003, this grade does not affect the grade point average.
I	An I (Incomplete) grade should only be given when a student has satisfactorily completed most of the required work for the course, but due to medical reasons or other extenuating circumstances, is unable to complete the work by the end of the term. Incompletes should not be given in lieu of a letter grade to simply extend the time given to the student to complete the work in the absence of the required conditions. An I grade must be removed the next term in which the student is registered or it automatically becomes an F grade. For each Incomplete grade change, a Grade Change Form must be completed and signed by the faculty member and must be submitted to the Registrar.
P	A P (Passing) grade indicates performance in a course for which specific grades are not given. A P is equivalent to a grade of C or better and may be used in designated pass/fail courses only.

PH	A PH (High Pass) grade indicates exceptional performance in a Senior Creative Thesis.
S	An S (Satisfactory) grade indicates satisfactory performance in a non-credit course.
U	A U (Unsatisfactory) grade indicates unsatisfactory performance in a non-credit course.
AUD	An AUD (Audit) grade designates registration for a course as an auditor.
NG	A NG (No Grade) is used to designate a course in progress and when an instructor has not submitted a final grade to the Registrar.
YC	A YC (Year Course) grade means that a grade will be given for a course at the completion of the succeeding term.

Grade Changes. Grade changes will not be accepted or entered on a student's permanent record after the end of the third week of the semester following the one in which the course was taken, except for Incompletes as discussed above. Any change must be proposed and justified by the course instructor and approved by the instructor's Dean. No changes will be made to the student's official academic record after the student has officially withdrawn or graduated from Emerson College.

Grade Reports. All students may access their final grades and complete grade history online by logging in to Student Self Service.

Mid-Semester Evaluations. As part of the College advising program, mid-semester grade reports are sent each semester to undergraduate students whose grades fall below a C in any subject. Course warnings do not become part of a student's permanent record and are intended to encourage students to remedy academic deficiencies at a point in the semester where special attention or tutoring may have a positive effect on final course performance. Students who receive such warnings should meet with their instructor, consult their advisor and, if appropriate, seek help from the Writing and Academic Resource Center.

Academic Transcripts. A certified official transcript of a student's academic record may be ordered online by logging in to Student Self Service. Transcripts are normally processed within three days. Transcripts will be released only for students who have no holds. Under no circumstances will telephone or email requests be honored. Please consult the Registrar website *(emerson.edu/registrar)*.

Academic Grievances. Students who wish to make a complaint or grievance regarding any College academic policy should file a petition with the Academic Petitions Committee through the Office of Academic Affairs.

Grievances regarding a grade or other matters in a course should be discussed first with the course instructor. If the student remains dissatisfied, he/she should advance the grievance to the departmental Chair. If the Chair is unable to mediate a resolution, the student should advance the grievance to the Dean of the appropriate school. If the grievance is not resolved after mediation at this level, the student should file a petition with the Academic Petitions Committee in the Office of Academic Affairs.

Academic Standards

The College requires students to achieve a 2.0 cumulative average to earn a baccalaureate degree. This is a minimum requirement. Each School has the prerogative to require a higher cumulative average in any major field of study.

Satisfactory Academic Progress (Academic Probation and Suspension). The College has set the following standards for satisfactory academic progress:

1. Students are expected to maintain a cumulative and semester grade point average of 1.7 for freshmen and 2.0 for all other students. Students who fall below this standard are placed on academic probation.

2. Students must successfully complete 75 percent of attempted credits per semester. Grades or recorded symbols of F, WF, WP, and I are not considered as successfully completing a course.

Students who do not meet the College's standards for satisfactory academic progress for two consecutive semesters are subject to academic suspension for not less than one year. Students who have been academically suspended may appeal their suspension through the Office of the Associate Vice President for Academic Affairs. After a year of suspension, the student may apply for re-admittance to the College.

Students on academic probation are not eligible to compete in varsity athletics or run for Student Government Association office. They may be prohibited from participating in extra- and co-curricular activities (e.g., WERS, EIV, theater productions, and forensics) by the chair of the academic department in which they are majoring, and from serving in student affairs leadership positions (e.g., resident assistants and orientation leaders) by the Dean of Students.

Academic Dismissal. If, after a thorough review of a student's academic record, the Academic Probation and Suspension Board determines that a student's academic success at Emerson College is not feasible, that student will be dismissed. A second suspension results in automatic dismissal. An undergraduate who is dismissed may not be granted re-admittance to Emerson College.

Academic Ethics. A student who fails to meet minimum academic ethical standards by cheating, plagiarism, theft, or vandalism related to library or laboratory materials or equipment, or similar acts, shall be subject to disciplinary proceedings that may result in suspension or dismissal. If there is any question about the appropriateness of an act, the student is urged to consult with a faculty advisor, instructor, or a School Dean.

Academic Distinction

Dean's Honor List. Students achieving a 3.7 or higher grade point average for the preceding semester will be placed on the Dean's Honor List. A grade below C- automatically disqualifies a student for the Dean's Honor List for that semester, regardless of the grade point average.

Honors Graduation. Honors graduation at Emerson College is based on a student's entire Emerson undergraduate academic record. For a student to graduate with Latin Honors, the student must have completed a minimum of 64 credits at Emerson College, and at least 75 percent of his or her college-level work done in letter-graded courses (not pass/fail courses).

Students who meet all the above criteria and are in the top 30 percent of their graduating class will receive Latin honors. Students in the top 5 percent will graduate summa cum laude; students in the next 10 percent will graduate magna cum laude; and students in the next 15 percent will graduate cum laude.

Academic Resources

Library

Located on the third floor of the Walker Building at 120 Boylston Street, with additional study spaces available on floors four through six, the Iwasaki Library provides access to information resources that support the mission of the College. The collection of 200,000 print and media items promotes research in communication and the performing arts, with special focus on film, literature, communication studies, and communication disorders. Services include research assistance, library instruction, interlibrary loan, document delivery, reserve reading, and laptops for use in the Library. Details concerning hours, policies, and services are available on the Library's website, *emerson.edu/library*, in the Student Handbook, and in the Emerson College Library Guide.

As a member of Fenway Libraries Online (FLO), the Library shares an online catalog with—and has access to the materials of—Emmanuel College, Lesley University, Massachusetts College of Art, Massachusetts College of Pharmacy and Allied Health Sciences, Museum of Fine Arts and the Museum School, New England Conservatory of Music, Wentworth Institute of Technology, Wheelock College, and the University of Massachusetts Boston. The Library also belongs to the Fenway Library Consortium (FLC), which includes the members of FLO plus the Brookline Public Library, Hebrew College, Simmons College, and Suffolk University. Students may use the resources at these libraries, borrow materials from them directly (with a valid ID card), or request that materials from these libraries be delivered to the Iwasaki Library.

The Library's website is available from any computer via the Internet, and databases can be accessed through ECnet accounts. In addition to the catalog, which represents what Emerson College and the FLO libraries jointly own, the website offers access to a range of relevant electronic sources and research guides. Through the website, students are able to research their topics and print and email articles from Academic Search Premier, JSTOR, LexisNexis Academic, Expanded Academic ASAP, and many other online resources. Students can request materials from other FLO libraries and the Massachusetts Virtual Catalog by using the online order form. Reference librarians are available to help you in person as well as by phone, email, and ASK US online chat.

The Library's collection of approximately 10,000 DVDs, videotapes, films, CDs, and other media materials does not circulate, with the exception of CDs, which may be borrowed for the standard loan period. Facilities for viewing videotapes and DVDs are available in the Library. Consult the Library's website for the online catalog of the media collection.

The College Archives houses materials concerning the history and development of the College (including photograph and video collections), College publications, and special collections on theater and broadcasting. Details about the College Archives services, collections, policies, and procedures can be found on the Library homepage.

Media Services Center

The Media Services Center (MSC), located on the third floor of the Ansin Building at 180 Tremont Street, houses six individual computer/viewing suites, two Final Cut Pro editing suites, a video studio, and a conference room. The MSC circulates video equipment for non-production classes, including digital camcorders, digital still cameras, and digital and analog audio recorders. The MSC also circulates laptop computers, data projectors, slide projectors, and overhead projectors.

Staff members are available to work one-on-one with students who need assistance integrating media into their course assignments. Students can make an appointment to use online tutorials on their own or work directly with staff members who will assist them in working with software to complete their assignments.

The MSC provides, maintains, and delivers audiovisual equipment in many of the College's classrooms and meeting spaces. Staff members are available to assist in the setup and operation of this equipment. The MSC provides technical assistance for special events. Services include setting up and operating data projection systems, facilitating teleconferencing, and providing amplification for speakers. Consult the website, *emerson.edu/media_services*, for more information about the Media Services Center.

Computer Facilities

The College's computer facilities are available for use by Emerson College students, faculty, and staff. The facilities consist of both teaching and open-access labs, as well as kiosks that offer convenient web access and printing. Workstations in the computer labs provide a variety of software applications such as email, Internet, word processing and office productivity, statistical analysis, web authoring, image editing, desktop publishing, 3D animation, and digital video. In addition, high-end applications, such as Autodesk Maya for 3D animation and Apple's Final Cut Studio for video editing, are available in all open-access labs. Digital production labs contain workstations with multimedia production and digital video applications, including Avid Media Composer and Final Cut Studio. Emerson College has been designated a New Media Center since 1995 by a consortium that includes Compaq, Microsoft, Apple, Adobe Systems, and Kodak, among others. The New Media Center designation provides support for the College's digital production and multimedia capabilities. More information about the computer labs is available at *emerson.edu/labs/*.

Students receive an Emerson College network (ECnet) account, which contains an email account and personal web space. An ECnet username and password are required to log on to computer lab workstations and kiosks. Emerson's campus is wired for high-speed Internet connectivity at all locations, including residence halls, labs, and offices. Residence hall rooms have high-speed Internet connections for each student and wireless access to the College's network is provided in virtually all campus locations. Emerson's Help Desk offers assistance to all faculty, staff, and students with computing problems; ECnet problems; and issues regarding connectivity to the College's computer network. More information regarding the IT Help Desk and the computer labs is available at *emerson.edu/helpdesk/*.

Prior to using the College's computer network, all students should familiarize themselves with the Electronic Information Policy Guidelines found at *emerson.edu/policy/*. Violations of those policies are considered to be unethical and can lead to College disciplinary action and/or criminal prosecution.

Academic Advising

Academic advising is integral to Emerson's mission to educate students for life and prepare them for careers in communication and performing arts. The advising programs at the College are designed to recognize the individual needs of students. Through partnerships with faculty and professional staff, students are afforded unique opportunities for defining and achieving academic, career, and personal goals. Throughout the advising process, students are provided access to the rich informational resources at Emerson and guided to make informed and independent decisions. Advising serves as a primary means for integrating students into the larger college community.

The Academic Advising Center coordinates all aspects of the undergraduate academic advising process and supports academic advising provided by the faculty. The professional academic advisors are attentive to student needs and preferences, as well as personal goals and values. More information can be found online at *emerson.edu/advising_center* or by contacting the Academic Advising Center at 617-824-7876 or via email at *advising@emerson.edu*.

Writing and Academic Resource Center

The Writing and Academic Resource Center (WARC) provides academic support services to all students and gives them the opportunity to develop skills and abilities necessary for academic success and independence at the college level. The staff coordinates a writing assistance program designed to support student writing across the curriculum. The Center offers individualized tutorials in all phases of the writing process, from brainstorming to editing. The Center also offers support in study skills, including reading comprehension, note-taking, test-taking, organizational and time-management strategies, as well as library research. Peer tutoring in content areas is available upon request. Academic assistance is available for international students and students with special learning requirements.

The Writing and Academic Resource Center can provide academic counseling to students, especially those on academic probation and those admitted provisionally to the College. The staff of the Center monitors academic performance at mid-term and works, as needed, with students to design appropriate academic study plans. The staff collaborates with the faculty and offices of the College to address other student needs. For further information, contact the WARC at 617-824-7874.

Disability Services

Emerson College is committed to providing programmatic and architectural access to students with disabilities so that they may enjoy and participate fully in the life of the College. While upholding this commitment, Emerson maintains its high standards of achievement that are essential to the integrity of the College's programs and services. In advancing these aims, the College will ensure that its policies, practices, and procedures conform to federal and state statutes and regulations as they pertain to individuals with disabilities.

Emerson offers services through its Disability Services Office to students with documented physical, visual, hearing, learning, medical, and psychiatric disabilities. Should you be a student with a disability who is seeking accommodations or who has specific questions about disability services at Emerson, contact the Disability Services Coordinator by email at *dso.emerson.edu* or telephone at 617-824-8415. The Disability Services Office is located at 216 Tremont Street, Fifth Floor, Boston, MA 02116.

Alumni Relations

The Office of Alumni Relations and the Emerson College Alumni Association work together to maintain contact with alumni through a variety of social, professional, and community service opportunities. The Office enables students and young alumni to benefit from the experience of alumni and others with extensive professional skills and knowledge through events such as the New York Connection, the Festival of Film and Video, Alumni Weekend, as well as several regional events. Alumni Relations works closely with the Office of Career Services to connect students with appropriate alumni for networking. Alumni Relations is located at 120 Boylston Street, Seventh Floor, Boston, MA 02116. Contact the Alumni Relations Office at 617-824-8535 or 1-800-255-4259 or visit *emerson.edu/alumni*.

Emerson College Alumni Association

The mission of the Alumni Association is to actively involve alumni in promoting the reputation and influence of Emerson College as a leader in communication and the performing arts. The Association encourages alumni to participate in planning and guiding the College's future, and to work to increase the resources available to make Emerson's programs a reality. The Office of Alumni Relations supports the Alumni Association in its work. Membership in the Emerson College Alumni Association is open to anyone who has attended the College for two or more years.

The Alumni Association has established an endowed scholarship to support the education of future Emerson alumni. The scholarship, based on financial need and satisfactory grades, is awarded to an undergraduate or graduate in alternate years.

Student Alumni Association

The Student Alumni Association encourages and facilitates connections between current students and alumni by working with the Office of Alumni Relations and other student organizations to provide occasions for students to meet alumni from many different classes and career paths.

In addition to the programs detailed in the preceding sections of the catalogue, Emerson offers a variety of unique educational experiences to its students. The faculty of the College encourages interested students to take advantage of one or more of these enriching opportunities.

Institutional Affiliations

Longy School of Music

Emerson College offers the Bachelor of Music degree through a special program with the Longy School of Music in Cambridge. This degree is offered with major programs in Composition, Organ, Piano, Strings, Voice, and Woodwinds and Brass. Students must apply, audition, and be accepted at both the Longy School of Music and Emerson College. Formal acceptance by both institutions is required. Advising for students interested in this program is coordinated through the Office of Academic Affairs.

The Professional Arts Consortium (ProArts)

In 1981, Emerson College joined a consortium of colleges and schools that includes the Berklee College of Music, the Boston Conservatory, the Boston Architectural Center, Massachusetts College of Art, and the School of the Museum of Fine Arts, Boston. Students in the consortium schools are permitted to cross-register on a limited basis at the participating schools. First-semester freshmen are not eligible and students must be in good academic standing with at least a 2.7 GPA. The Consortium sponsors various activities to foster student and faculty exchange.

Cross-registration forms must be obtained at the Emerson College Student Service Center and require the approval of the registrar at both institutions. Students will pay tuition at their home institution at the home institution's tuition rate. Credit hours, grades, and honor points are transferred. Students may take a maximum of 28 ProArts credits as part of their Emerson degree program. Students must be registered for a minimum of 8 credits at Emerson in any semester that they are taking ProArts courses. ProArts courses may not count toward a major or minor requirement unless approved by the appropriate department.

International Study and External Programs

The Office of International Study and External Programs is committed to providing Emerson students with opportunities to explore their academic goals in alternate settings. In addition to the external programs sponsored by the College at Kasteel Well, the Los Angeles Program, the Washington Program, the Prague Summer Film Program, and the Taiwan Study Program, students may enroll at nonaffiliated international study programs for one semester only. These programs must be sponsored by or affiliated with regionally accredited U.S. colleges, universities, or institutes, or carry U.S. accreditation. Students must show evidence of admission to an approved study abroad program and obtain a leave of absence through the Dean of Students Office. In addition, students who wish to study abroad must be approved to study abroad by the Registrar's Office, the Dean of Students Office, and the International Study and External Programs Office.

Approval of coursework for transfer, particularly within the major, is not automatic, and students must submit a Request for Transfer of Credits to Emerson College Form for approval by the Registrar's Office before registering at another institution. For more information about transfer of credits please see the Courses at Other Institutions section under Academic Regulations (page 53). For additional information about international study opportunities, contact the International Study and External Programs Office, 80 Boylston Street, First Floor, 617-824-8567, or via email at *abroad@emerson.edu*.

Kasteel Well, The Netherlands

Dulcia Meijers (Executive Director); Chester Lee (Assistant Director, Academic Support Services); Rob Duckers (Assistant Director, Administration and Management).

Emerson College offers qualified sophomores, juniors, and seniors a European program containing a special curriculum, which draws on the rich resources of its location to promote multi- and cross-cultural awareness, to stimulate critical and political thinking, and to enhance appreciation for the arts.

A restored 14th-century medieval castle is home to Emerson's Semester Abroad Program. Kasteel Well is a national historical monument that provides living and dining accommodations, classrooms, a resource center, a computer lab, a student center and pub, offices, and a performance area for students, faculty, and staff. Moats and lush gardens contribute to this beautiful setting. Located in southeastern Holland near the German border, Kasteel Well is approximately two hours from Düsseldorf, Amsterdam, and Brussels, and five hours from Paris by easily accessible mass transit.

Costs are comparable to a semester at the Boston campus (not including transportation and travel expenses). The Emerson College student who participates in the program is fully registered at the college and eligible for financial assistance. Students are required to take a full (16-credit) course load.

The Program strives to integrate classroom lectures with the combination of independent travels and mandatory academic excursions to cities such as Amsterdam, Prague, Florence, Paris, Berlin, Vienna, or Munich, guided by experienced academic faculty, exposing students to the rich artistic, historical, and cultural heritage of these European cities. Using Europe as a platform to enhance and enrich learning represents the unique characteristic of this unrivaled program. Most of the Kasteel Well faculty are experts in the areas of philosophy, history and art history, performing arts and theater, science, languages and linguistics, and in the various fields of communication, and recruited from or affiliated with nearby universities. Course offerings may include:

CC 203 Page 151	Intercultural Communication
DA 233 Page 83	Ballet I
HI 208 Page 166	The World Since 1914
HI 220 Page 167	Russian and Soviet History
HI 223 Page 167	Renaissance and Reformation Thought
HS 201 Page 178	Sophomore Honors Seminar I (Honor students only)
LF 101 Page 132	Elementary French I
LI 201 Page 124	Literary Foundations
LI 204 Page 125	Topics in Literature: European Literature
MU 201 Page 85	History of Music: European
MU 353 Page 87	Applied Music: Voice
PH 203 Page 155	Special Topics in Ethics or Value Theory
SO 208 Page 156	Visual Society
TH 215 Page 90	World Drama in Its Context I
TH 216 Page 90	World Drama in Its Context II
TH 221 Page 90	Acting III: Basic Scene Study
TH 222 Page 91	Acting IV: Ensemble Acting and Performance
VM 200 Page 106	Media Criticism and Theory
VM 203 Page 106	History of Photography
VM 210 Page 106	History of Western Art I: Renaissance and Baroque
VM 212 Page 106	History of Western Art III: Modern
VM 213 Page 107	History of Western Art IV: Post-World War II
VM 221 Page 107	Writing the Feature Film
WR 211 Page 129	Introduction to Creative Writing: Fiction
WR 316 Page 130	Intermediate Creative Writing: Travel Writing

All students are required to complete the following non-tuition-credit course prior to attending the Kasteel Well Program.

HI 100: Topics in European History, Culture, and Art
This online course provides an introduction to the history, art, and culture of two European cities that will be visited during the required academic excursions of the Kasteel Well program. The course will offer a general historical introduction to the city and the country where it is located, and will prepare the student more specifically for the various visits under faculty guidance to specific quarters of the city, to monuments and buildings of (art) historical and/or political importance, to historical/art museums and galleries, and to theaters and concert halls. The history of Amsterdam and the Low Countries will be a fixed topic every term. The second city to be studied will vary each term between cities such as Prague, Florence, Paris, Berlin, Vienna, or Munich.

To participate in this program, students must have a minimum 2.5 semester and cumulative grade point average at the time of application. Students will become ineligible if their average drops below 2.0 at any time, or if they are on academic probation. Preference will be given to those students with a 2.5 or higher grade point average. Students must also consult with their academic advisors to ensure that degree requirements will be met. Students may attend for one semester only.

Applications must be submitted approximately one year in advance of attendance, typically in the fall of freshman year. The online application process begins in late summer or early fall, and the application deadline for the following year is October 1 (for Fall 2010 and Spring 2011). More information may be found online at *emerson.edu/external_programs/castle* or by contacting the International Study and External Programs Office, 80 Boylston Street, First Floor, telephone 617-824-8567, fax 617-824-8618, or via email at *castle@emerson.edu*. (International Students please note: Due to recent and more strict application of Dutch immigration rules, non-U.S. and non-E.U. citizens have encountered difficulties obtaining the required Authorization for Temporary Stay {Machtiging tot Voorlopig Verblijf, or MVV} from The Netherlands. There is no guarantee during this period that the MVV will be approved by the Dutch government. MVV applications must be submitted approximately nine months in advance.)

Kasteel Well Summer Program

The Role of the Portrait and the Self-Portrait: The Renaissance Compared to the Digital Era

The goal of this five-week intensive summer program is to study and compare two different means of artistic expression of two completely different time periods. The "pre-modern," more artisanal style, method, technique, and the meaning and methods of interpretation of old master paintings of the Renaissance will be compared and contrasted to the methods, meaning, and modes of interpretation of modern means of image-making, in particular of digital photography. This year's topic is dedicated to the Portrait and the Self-Portrait. Participants will earn 8 undergraduate credits in the visual and media arts, VM 366 Topics in Art History and Digital Photography. This course fulfills the Aesthetic Perspective of the General Education Requirements and is offered only at the Castle.

The Kasteel Well Summer Program is open to qualified sophomores, juniors, and seniors. The online application process begins in December, and the application deadline for the following summer is in late February. To participate in this program, students must have a minimum 2.5 semester and cumulative grade point average at the time of application. Students will become ineligible if their average drops below 2.0 at any time, or if they are on academic probation. Preference will be given to upperclass students and those students with a 2.5 or higher grade point average. Students must also consult with their academic advisors to ensure that degree requirements will be met. Students may participate only once. More information may be found online at *emerson.edu/external_programs/castle/Castle-Summer-Program.cfm* or by contacting the International Study and External Programs Office, 80 Boylston Street, First Floor, telephone 617-824-8567, fax 617-824-8618, or via email at *castle@emerson.edu*.

Los Angeles Center

James Lane (Executive Director); Kerri McManus (Director, Internships and Student Services).

Qualified juniors and seniors may enroll for one semester of study at the Emerson College Los Angeles Center. The Los Angeles Center is a residential program with a full semester of internship opportunities and coursework during the fall and spring semesters, as well as a shortened summer session. Students seeking a credit-bearing internship in Los Angeles must be enrolled in the Los Angeles Program.

The internship course may be taken for 4 or 8 college credits and requires completion of both academic assignments and a specific number of hours at the intern site. Internships focus on a large variety of fields related specifically to the Hollywood entertainment industry. With more than 1,000 intern sites in film, television, radio, new media, music, management, publicity, marketing, and public relations, the L.A. Program offers a broad range of opportunities within this arena. Student interns integrate theory and practice in an atmosphere of "experiential learning" with the goals of self-knowledge, personal growth, and career development. Interning with industry professionals such as film and television producers, studio executives, film editors, casting directors, talent managers, camera technicians, publicity directors, and many others will provide students with an understanding of the industry beyond the classroom.

Costs are comparable to a semester at the Boston campus (not including transportation and travel expenses). The Emerson College student who participates in the Los Angeles Center Program is fully registered in the College and eligible for financial assistance. Students must be registered full time (fall/spring, 12 to 16 credits; summer, 8 to 12 credits).

Applications must be submitted approximately one year in advance of attendance, typically in the fall of the junior year. The online application process begins in late summer or early fall, and the application deadline for the following year is October 1 (for Summer and Fall 2010, and Spring 2011).
Courses are taught by Los Angeles Center faculty who, as well as holding academic credentials, are professionals working in the industry, including producers, directors, screenwriters, advertising and public relations executives, actors, entertainment marketing professionals, and more. Course offerings may include:

JR 485 Page 163	Journalism Topics: Entertainment Reporting (Beginning Fall 2010)
LI 526	Topics in American Literature: L.A. Stories
MK 571	Topics in Communication: Entertainment and Cross-Promotions; Entertainment and Interactive Public Relations
TH 421 Page 95	Advanced Acting: Film and Television Acting
TH 479 Page 98	Topics: The Business of Acting
VM 320 Page 109	Feature Writing Workshop
VM 373 Page 113	Directing Actors for the Screen
VM 402 Page 113	Seminar in Media Arts Topics: American Film of the 1970s; Film and Television in an Age of Anxiety; Television Genres
VM 422 Page 115	Writing Primetime Drama
VM 500 Page 118	Topics in VMA Studies: Film and TV and the Media of Persuasion
VM 506 Page 119	Film and Television Genres: The Screwball Comedy
VM 520 Page 120	Topics in VMA Practice: Movie Development; Editing and Post-Production; Production Management; Aesthetics of Film Editing: Storytelling Through Images
VM 555 Page 120	Recording Industry as a Business
WR 416 Page 131	Topics: Movie Development
WR 542	Screenwriting Workshop

To study at the Los Angeles Center, students must meet requirements determined by their individual departments and have a minimum semester and cumulative grade point average of 2.7 at the time of application. Students may become ineligible if their average drops below 2.7 at any time, or if they are on academic probation. Students must consult with their academic advisors to ensure that degree requirements will be met. Students may attend for one semester only.

More information may be found online at *emerson.edu/external_programs/la* or *emerson.edu/la_center* or by contacting the International Study and External Programs Office, 80 Boylston Street, First Floor, telephone 617-824-8567 or via email at *la@emerson.edu*.

Washington Program

Qualified juniors and seniors may enroll for one semester of study during the fall term only at Emerson's Washington Program. This residential program offers students the opportunity to spend a fall semester in Washington, D.C., focused on the issues and process of government and politics, the role of communication in developing and implementing public policy, and how social advocacy and diplomacy are practiced in the nation's capital. Eight internship credits at a site chosen for your specific goals and interests anchor a semester schedule that includes a full course load of 16 credits.

Internships are available in the social advocacy, government, political, and media and technology arenas. The program is geared toward students in the Communication Studies Department; however, juniors and seniors from other majors, including Journalism, Marketing, and Communication Disorders may also apply. Students from majors other than Communication Studies may want to meet with the Communication Studies Department Chair before meeting with their own Department Chairs. All rules concerning internships apply to this program, including the minimum required grade point average of 2.7 and junior standing.

Emerson College will utilize the classroom facilities and residence halls of The Washington Center, an independent, nonprofit educational organization located five blocks north of the White House and one block north of Scott Circle. Mandatory student housing is located in professional-style apartment buildings, most of which are in suburban Maryland and the Arlington and Alexandria areas of northern Virginia, and easily accessible by mass transit.

To participate in the Washington Program, students must meet requirements determined by their individual departments and have a minimum semester and cumulative grade point average of 2.75 at the time of application. Students may become ineligible if their average drops below 2.75 at any time, or if they are on academic probation. They must also complete a Career Services Internship Workshop prior to the start of the semester. Students must consult with their academic advisors to ensure that degree requirements will be met. Participants may attend for one semester only. Please note: Due to the 8-credit limit on internship credits, any student who has completed an internship prior to participation in the program will need special approval from the Office of Academic Affairs. Applications must be submitted online the semester prior to attendance via The Washington Center website. More information may be found online at *emerson.edu/external_programs/washington/* or by contacting the International Study and External Programs Office, 80 Boylston Street, First Floor, telephone 617-824-8567 or via email at *washington@emerson.edu*.

Prague Summer Film Program

This rewarding and unique summer program is offered in Prague, the capital city of the Czech Republic. Students study on the campus of the Academy of Performing Arts for Film and Television (FAMU), one of the top film schools on the European continent. Prague, one of the finest cities in Europe, is rich in history, culture, and beauty, and its attractions and landmarks are the classroom for students' learning and experiences.

This program offers students 8 credits of coursework. Students are evaluated by FAMU and Emerson College faculty as they are given an intensive experience in production, cinematography, scripting, and editing. Students will also take a course in Czech film history. Special tours are planned throughout the program, including a weekend trip to the Karlovy Vary International Film Festival. Students will also meet with Czech film industry professionals, such as directors and cinematographers, to discuss their work.

The Prague Summer Film Program is open to juniors and seniors with a minimum grade point average of 3.0 at the time of application. Students may become ineligible if their average drops below 3.0 at any time, or if they are on academic probation. Students' media studies or production background will be considered as well as their academic standing. More information may be found online at *emerson.edu/external_programs/prague* or by contacting the International Study and External Programs Office, 80 Boylston Street, First Floor, telephone 617-824-8567 or via email at *prague@emerson.edu*.

Taiwan Study Program

Qualified students may apply to spend one semester at Emerson's sister school, Shih Hsin University, in Taipei, the capital of the Republic of China (Taiwan). Founded in 1956 as the World Vocational School of Journalism, Shih Hsin University has grown to become the preeminent school of journalism, broadcasting, and communication in Taiwan, with an enrollment of approximately 10,000 students. Nestled in a small, verdant valley surrounded by lush vegetation, Shih Hsin has a modern city campus with residence halls, sports facilities and athletic field, a library of 385,000 volumes, wireless computer access across campus, a school store, and a post office. Taipei is one of the world's most bustling, cosmopolitan cities, with a mixture of traditional Chinese architecture and modern skyscrapers. The modern and efficient public transportation system (the MRT) makes exploring the city as easy as it is enjoyable.

Shih Hsin offers a number of courses in English, and Emerson students take a full course load. Offerings may include courses in marketing, management, organizational communication, writing, literature, film, and editing. All Emerson students are required to study Chinese (Mandarin). Emerson students are also required to work part-time (20 hours per week, five days per week) as English instructors/tutors at Shih Hsin's English Corner, an on-campus language lab where Shih Hsin students come to improve their English skills. Student workers receive a small stipend.

Costs are comparable to a semester at the Boston campus (not including transportation and travel expenses). On-campus housing is provided in the Shih Hsin residence halls free of charge. The Emerson College student who participates in the program is fully registered at the College and eligible for financial assistance. Students are required to take a full course load or 16 credits.

Emerson students are required to live in Shih Hsin residence halls in shared rooms with baths in the hall. They are integrated into the regular student resident population. Meals may be purchased at the university cafeteria, or from one of the many vendors and restaurants that crowd the city markets.

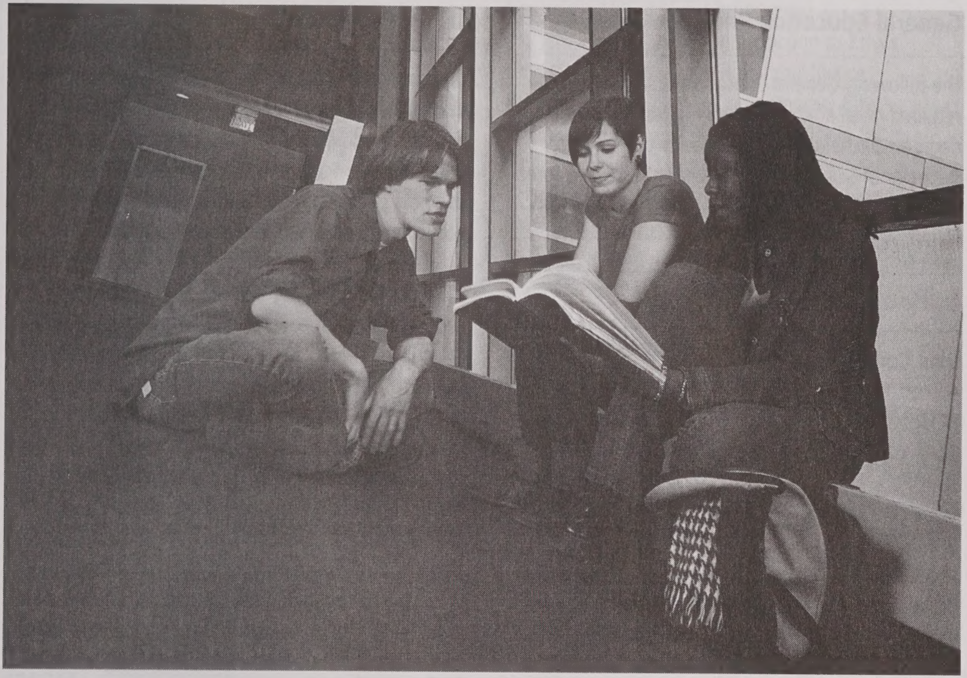
The Taiwan Study Program is open to sophomores, juniors, and first-semester seniors (freshmen and graduating seniors are not eligible) with a minimum grade point average of 2.7 at the time of application. Students may become ineligible if their average drops below 2.7 at any time, or if they are on academic probation. Applicants must be screened and nominated by Emerson College, but acceptance decisions are made by Shih Hsin's Center for International Academic Exchange. Shih Hsin University information may be found online at *english.shu.edu.tw*. More information about the program may be found online at *emerson.edu/external_programs/taiwan* or by contacting the International Study and External Programs Office, 80 Boylston Street, First Floor, telephone 617-824-8567 or via email at *taiwan@emerson.edu*.

Department of Professional Studies and Special Programs

Summer Session

The Department of Professional Studies and Special Programs offers a full range of courses during the summer months. Full-time and professional studies students may take courses during two 6-week sessions to accelerate academic progress, complete graduation requirements, or enhance their academic credentials.

General Education Curriculum



The core of Emerson College's mission is to challenge students to think and communicate with clarity, substance, and insight. The General Education Curriculum is designed with these goals firmly in mind. More than this, the General Education Curriculum seeks to produce students who possess what Aristotle called "practical knowledge," which implies intellectual breadth, but also the verbal skills and essential experience to put that breadth to effective use. Practical knowledge is first and foremost about solving problems. It recognizes that whether for the successful professional or involved citizen, life's challenges are to a great extent unpredictable and unique. This is all the more true in the world of the 21st century where professionals may change careers more often than their parents changed jobs, and where increasing globalization confronts us with the exciting, but also daunting, challenges of rapid economic and political change. Narrowly conceived recipes for facing these challenges will not work. What is needed instead is a practical instinct born of broad exposure to the liberal arts, grounded in communication skills, and tempered by an orientation toward applications of knowledge in the real world.

The courses an Emerson student takes in the General Education Curriculum are grouped in three categories. Firstly, in the "Foundations" courses, students receive a solid grounding in writing and speaking skills and in quantitative reasoning. The emphasis is on speaking and writing critically about important contemporary topics. Students will also acquire the tools of symbolic reasoning that facilitate living and working in an increasingly technical and technological world. Secondly, in the "Perspectives" courses, students investigate each of a number of ways of pursuing knowledge of their physical and social worlds. They emerge with an understanding of the different kinds of questions that each of these knowledge communities addresses and the distinctive methods they use to find answers. Finally, the "Global and U.S. Diversity" courses emphasize global perspectives, multicultural understanding, and the values of social justice and responsibility as crucial preparation for life and work in the contemporary world.

General Education Requirements

The following General Education Curriculum is required of all students pursuing the following degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, and Bachelor of Music (offered in association with the Longy School of Music in Cambridge).

I. Foundations

Oral Communication
4 credits

Students are required to take the following course:
CC 100 Fundamentals of Speech Communication

Written Communication
8 credits

This two-course expository writing sequence is designed to enable students to write competently and effectively. Students who earn an SAT verbal score of 700 or above will have WR 101 waived. In the first year, students enroll in the following:
WR 101 Expository Writing
WR 121 Research Writing

Students enrolled in the Honors Program complete the following three-course sequence:

HS 101 & HS 102	First-Year Honors Seminars
HS 103	Honors Writing Symposium

Quantitative Reasoning
4 credits

Students who earn an SAT math score of 550 or above, an ACT math score of 24 or above, or who complete four years of high school math with grades of C or better will have this requirement waived.

Students choose from any of the **MT**, Mathematics, courses offered by the Communication Sciences and Disorders Department. See page 140 of this catalogue for courses and descriptions.

II. Perspectives

All Emerson students complete substantive studies in one field of communication or the performing arts. This in-depth work is balanced by a General Education Curriculum, which demands that students pursue breadth and variety in their studies, particularly in the liberal arts.

Students are given a great deal of flexibility to choose individual courses that particularly interest or challenge them to learn, and even to build clusters of courses that promise the greatest degree of integration with their professional studies. The structure of the distribution requirements guarantees that students will discover a variety of liberal arts disciplines beyond their major. Students will work closely with an advisor to maximize the educational benefits of the unique combination of courses that they choose to fulfill the requirements. Students are required to complete one course in each Perspective, but no more than one course in their major field of study may be used to satisfy these requirements.

Aesthetic Perspective
4 credits

Courses in this perspective foster thinking, feeling, and knowing through artistic expression and analysis of the evolution of artistic forms.

Choose from the following courses:

DA 203 Page 83	Perspectives in World Dance
See pages 84–87 for MU courses	
MU 137	Listening to Music
MU 139	History of Jazz
MU 201	History of Music: European
MU 202	History of Music: American
MU 203	Perspectives in World Music
MU 233	History of Opera
MU 256	Deconstructing 20th-Century Art Music
MU 257	The Musical Premiere
MU 312	Film Music in Cross-Cultural Perspective

MU 339	Music and Media

See pages 88–99 for TH courses

TH 100	Appreciation of Theatre Arts
TH 204	Theatre into Film
TH 205	Dress Codes: American Clothes in the Twentieth Century
TH 315	Topics in Contemporary Theatre

See pages 105–120 for VM courses

VM 105	Introduction to Visual Arts
VM 203	History of Photography
VM 210	History of Western Art I: Renaissance and Baroque
VM 211	History of Western Art II: 18th- and 19th-Century Art
VM 212	History of Western Art III: Modern
VM 213	History of Western Art IV: Post-World War II
VM 214	History of Non-Western Art I: Asia and the Mideast
VM 215	History of Non-Western Art II: Africa, the Pacific, and the Americas
VM 218	The Artist and the Making of Meaning
VM 409	Seminar in Western Art
VM 410	Seminar in Non-Western Art

Ethics and Values Perspective
4 credits

Courses in this perspective challenge students to articulate the foundations for their beliefs and judgments and subject these value commitments to critical analysis. Choose from the following courses:

HS 202 Page 178	Sophomore Honors Seminar II (Honor students only)

See pages 155–156 for PH courses

PH 105	Introduction to Ethics
PH 110	Ethics and Justice
PH 200	Contemporary Ethics
PH 203	Special Topics in Ethics or Value Theory
PH 204	Environmental Ethics
PH 210	Narrative Ethics
PL 328 Page 168	Political Thought

Historical Perspective
4 credits

Courses in this perspective foster an understanding of the context and content of societal actions and events and provide students with insight into the evolution of cultures, people, and countries over time. Choose from the following courses:

See pages 166–167 for HI courses

HI 102	Western Civilization and Culture
HI 200	Contemporary World History
HI 201	Non-Western World History
HI 203	Social Movements in the U.S.
HI 204	Islam in the World
HI 205	History of England
HI 208	The World Since 1914
HI 211	African-American History
HI 220	Russian and Soviet History
HI 223	Renaissance and Reformation Thought
HI 235	History of the United States

See pages 167–168 for PL courses

PL 225	U.S. Government and Politics
PL 240	Communication, Politics, and Law
PL 332	Civil Rights
PL 333	The First Amendment
PL 334	Development of the U.S. Welfare State

Interdisciplinary Perspective
4 credits

Courses in this perspective integrate two or more disciplines, emphasizing connections between theory and practice, and provide a basis for understanding and appraising the role of interdisciplinary knowledge in human affairs.

Students choose from any of the **IN**, Interdisciplinary, courses offered by the Institute for Liberal Arts and Interdisciplinary Studies. All freshmen and all first-year transfer students shall complete one 100-level course in the first year of study at Emerson. Upper-level transfer students shall complete one course at the 200-level or above. See pages 181–189 of this catalogue for courses and descriptions.

Literary Perspective
4 credits

Courses in this perspective foster a critical, intellectual, and emotional engagement with literature that stimulates reflection on how literary texts use language to communicate about fundamental human concerns. Choose from the following courses:

CC 264 Page 151	Oral Presentation of Literature
HS 102 Page 178	First-Year Honors Seminar II (Honor students only)

See pages 124–129 for LI courses

LI 201	Literary Foundations
LI 202	American Literature
LI 203	British Literature
LI 204	Topics in Literature
LI 208	U.S. Multicultural Literatures
LI 209	Topics in U.S. Multicultural Literature
LI 210	American Women Writers
LI 211	Topics in Global Literature

Scientific Perspective
4 credits

Courses in this perspective encourage students to appreciate science as both content and process, to explore existing knowledge in particular natural or physical domains, and to identify how science pertains to their own lives. Choose from the following courses:

HS 201 Page 178	Sophomore Honors Seminar I (Honor students only)

See pages 142–144 for SC courses

SC 202	The Human Body
SC 203	Nutrition and Human Health
SC 204	Origin and Evolution of Life
SC 205	Environment and Humankind
SC 206	Meteorology and Global Climate
SC 207	Sensation and Perception
SC 208	Earth Science: Natural Disasters
SC 209	Global Environmental Change
SC 231	Physics for the Media
SC 270	The Brain and Human Behavior
SC 280	Science and Society
SC 290	Topics in Science

Social and Psychological Perspective
4 credits

Courses in this perspective examine how human behavior is shaped by psychological and social processes and how people's actions and thoughts reflect personal motivations as well as broader influences of groups, institutions, communities, and societies. Choose from the following courses:

CC 343 Page 153	Rhetorical Theory
CD 153 Page 138	Images of the Disabled

EC 203 Page 175	Principles of Economics
PL 231 Page 167	Personality, Power, and Politics
PL 300 Page 168	Campaigns and Elections

See pages 141–142 for PS courses

PS 101	Introductory Psychology
PS 230	Gender, Race, and Ethnicity
PS 301	Personal Growth and Adjustment
PS 305	Cognitive Psychology
PS 313	Abnormal Psychology
PS 321	Social Psychology
PS 333	Developmental Psychology
PS 380	Topics in Psychology

See pages 156–157 for SO courses

SO 150	Principles of Sociology
SO 200	Communities and Race Relations
SO 206	Gender in a Global Perspective
SO 207	Dance, Ritual, and Society
SO 208	Visual Society
SO 303	Culture and Power
SO 320	Sociology of Everyday Life
SO 360	Deviance and Social Control

III. Global and U.S. Diversity

Emerson's curriculum emphasizes a global perspective and prepares students to work and live in an increasingly interconnected and multicultural world. Graduating students are individuals who have a basic understanding of the cultural pluralism of American society and of the world at large. Through courses in "Global and U.S. Diversity," students gain an understanding of the historical, artistic, and/or political contexts of cultural traditions and an appreciation of the value of diversity itself as a democratic and intellectual strength. Students may fulfill the Global and U.S. Diversity requirement simultaneously with any other requirement.

Global Diversity
4 credits
Choose from the following courses:

CC 203 Page 151	Intercultural Communication
DA 203 Page 83	Perspectives in World Dance
HI 201 Page 166	Non-Western World History
HI 204 Page 166	Islam in the World
IN 142 Page 184	African Civilizations
IN 148 Page 184	Politics, Film, and Literature in Latin America
IN 203 Page 186	Post-Colonial Cultures
IN 370 Page 188	Topics in Global Studies
JR 570 Page 165	Global Journalism
LI 211 Page 125	Topics in Global Literature
LI 381 Page 127	Global Literatures
LI 396 Page 127	International Women Writers
LI 423 Page 128	Topics in Global Literature
MU 203 Page 85	Perspectives in World Music
MU 312 Page 87	Film Music in Cross-Cultural Perspective
PH 112 Page 155	Religion in Eastern Cultures
SO 206 Page 156	Gender in a Global Perspective
VM 214 Page 107	History of Non-Western Art I: Asia and the Mideast
VM 215 Page 107	History of Non-Western Art II: Africa, the Pacific, and the Americas
VM 410 Page 114	Seminar in Non-Western Art

VM 418 Page 115	Transnational Asian Cinemas
VM 509 Page 119	Post-Colonial Film

U.S. Diversity
4 credits

Choose from the following courses:

CC 344 Page 153	Rhetoric of Social Movements
CD 153 Page 138	Images of the Disabled
HI 203 Page 166	Social Movements in the U.S.
HI 211 Page 167	African-American History
HS 102 Page 178	First-Year Honors Seminar II (Honor students only)
IN 220 Page 186	Nationalism, Multiculturalism, and Identity
IN 223 Page 187	Blacks, Whites, and Blues
JR 555 Page 164	Reporting Issues of Diversity
LI 208 Page 125	U.S. Multicultural Literatures
LI 209 Page 125	Topics in U.S. Multicultural Literature
LI 210 Page 125	American Women Writers
LI 361 Page 127	Native American Literature
LI 382 Page 127	African-American Literature
LI 481 Page 128	Topics in African-American Literature
MU 139 Page 85	History of Jazz
PL 332 Page 168	Civil Rights
PL 334 Page 168	Development of the U.S. Welfare State
PS 230 Page 141	Gender, Race, and Ethnicity
SO 200 Page 156	Communities and Race Relations
TH 313 Page 92	African-American Theatre and Culture
VM 511 Page 119	Black American Independent Cinema I
VM 512 Page 119	Black American Independent Cinema II
VM 519 Page 120	Communication Ethics and Cultural Diversity

World Languages
8 credits

Students must demonstrate qualification (i.e., the completion of an Elementary II-level course) in a single foreign language or in American Sign Language. Bilingual students or students who complete three years of high school study in any one foreign language will have the World Language requirement waived.

School of the Arts

Dean Grafton Nunes

Mission

The School of the Arts is a community of artists, professionals, and scholars committed to educating and training students to bring personal vision, commitment, sophistication, and courage to the practice of their crafts in media, theater, and literature. The School looks for students who will use their Emerson experience to produce work that explores the world as they see it with informed accuracy and emotional honesty.

The School of the Arts is a mirror as well as a beacon. It reflects the tensions and harmonies around us; it illuminates the ironies and the possibilities within us. An Emerson arts education builds on reality to produce new realities, deriving direction and meaning out of the data of life. The School of the Arts shares with the rest of the College the mission of teaching students how to perceive, to question, to structure, and to evolve with sensitivity to ethical and emotional complexity.

Boston's urban location provides opportunities for social contrasts and diverse energies that students and faculty, communicators, and audiences can absorb and recreate in an atmosphere of support and productivity.

Emerson College believes that a strong liberal arts education is fundamental to rigorous professional training. As the College continually enhances its liberal arts core, students receive the strongest possible grounding as thinkers as well as makers, utilizing innovative curricular structures and new technologies to explore the various modes of thought represented by the humanities as well as the social and pure sciences. New combinations of liberal arts offerings, not practical in more traditionally structured institutions, are being continuously developed to prepare our students for a world in which cross-pollination of ideas in combination with new methods are the rule of the day. Underlying all this innovation, there remains an abiding respect for intellectual rigor and creative discipline.

While grounding its students in a strong liberal arts education, the School of the Arts simultaneously liberates their imaginations and trains them effectively in the tools of their craft. We stress not just how to express, but what is said.

The School of the Arts includes three departments: Performing Arts; Visual and Media Arts; and Writing, Literature and Publishing. Each department offers programs at the undergraduate and graduate levels. Students in all degree programs are encouraged to pursue interdisciplinary study and minors whenever possible.

The undergraduate program leading to the Bachelor of Arts degree offers concentrations in Theatre Studies, Theatre Education, Audio/Radio, Television/Video, Film, New Media, and Creative Writing and Publishing. The School offers the Bachelor of Fine Arts degree in Acting, Musical Theatre, Design/Technology, Stage/Production Management, Audio/Radio, Television/Video, Film, New Media, and Creative Writing.

Graduate programs leading to the Master of Arts degree are available in Theatre Education, and Writing and Publishing. The School also offers the Master of Fine Arts degree in Creative Writing and in Media Art. For information concerning these graduate programs, please consult the Emerson College Graduate Catalogue.

The faculty instills in its students a sense of ownership in their work. It teaches students to recognize and accept stylistic and ethical responsibility for what they are producing. As they embrace that responsibility, students begin to speak with the authority of master craftspeople and artists. Students leave Emerson as deep-water thinkers in the rhetoric of a present that is constantly changing, working in a grammar of images, sounds, and words produced in dynamic interrelationships and distributed everywhere instantly on digital links.

As the methods of expression and modes of distribution evolve rapidly, we emphasize the substance of the expression, the conflicts and satisfactions both within and without that give significance to the technical facility our students acquire.

School of the Arts
Department of Performing Arts

Professors McCauley and Shea; Associate Professors Bensussen (Chair), Colby, Donohue, Harkins, Jozwick, Krasner, LaFeber, and Wheeler; Assistant Professors Adams, Hickler, Mathers, Pinkney, Polster, Romanska, and Schroeder-Arce; The Stephen Langley Chair in Theater Management and Production Orchard; Distinguished Producing Director-in-Residence Ambush; Artists-in-Residence Broome-Silberman, Cheeseman, Hewlett, Terrell, and Yannetti; Music Historian-in-Residence King.

The Department of Performing Arts educates students in the collaborative arts of theater within their historical and cultural contexts. Its professionally active faculty guides students in programs that offer both rigor and creative challenge. Studio and production work are central to all concentrations in the department and are integrated into the larger context of a liberal education. The department also offers coursework in music and dance in support of its Musical Theatre concentration and to enrich the liberal arts curriculum of the College.

The arts of live theater are central to the education offered by a communications college. Students in the Department of Performing Arts are challenged to develop a deep understanding of self along with a sense of ethical responsibility to the immediate community and society at large. Through productions, internships, and other activities, students are encouraged to work in the community, exploring and developing their own roles as artists and educators. The faculty of the Department of Performing Arts is committed to the following educational objectives:

- Students will develop an experiential understanding of basic theater skills in the performance, design, technical, production, and educational aspects of art.
- Students will learn how cultures affect the creative process and how, in turn, the creative process contributes to the evolution of cultures.
- Students will develop theoretical and historical understanding of the theater and the conventional standards by which we respond to the art form through scripts, knowledge of the physical theater

and production techniques, and the aesthetics of the major historical periods of drama.

- Students will develop their individual potentials and interests as they prepare to enter the fields of performance, production, and theater education in both professional and applied theater.

Programs

The department offers the Bachelor of Arts (BA) and the Bachelor of Fine Arts (BFA) degrees.

The undergraduate faculty of Performing Arts is committed to the following learning objectives for the BFA in Acting program:

1. Students will analyze a body of dramatic literature.
2. Students will identify and accomplish stage actions and character goals.
3. Students will demonstrate their ability to use their vocal instrument.
4. Students will demonstrate an ability to include the physical in their work on stage.
5. Students will demonstrate an ability to collaborate in the act of making theatre.

The undergraduate faculty of Performing Arts is committed to the following learning objectives for the BFA in Musical Theatre program:

1. Students will analyze a body of music and/or dramatic literature.
2. Students will identify and accomplish stage actions and character goals.
3. Students will demonstrate their ability to use their singing voice.
4. Students will demonstrate an ability to include the physical in their work on stage, including dancing.
5. Students will demonstrate an ability to collaborate in the act of making theatre.
6. Students will demonstrate skills in professional comportment.

Students may pursue BFA degrees with a concentration in Acting, Theatre Design/Technology, Musical Theatre Performance, and Stage/Production Management. Each of these programs demands that students commit to structured, intensive work at the center of their Emerson education. Each has defined admission and retention standards. The concentrations in Acting and Musical Theatre may be entered only through a required and competitive audition process. The concentrations in Design/Technology and Stage/Production Management require a portfolio review and personal interview as part of the admission process. The faculty believes that students should not be encouraged to enter or allowed to complete BFA programs unless they demonstrate the kind of work ethic, talent, and skills development demanded by the profession. Review of student work and progress occurs annually.

The BA degree in Theatre Studies invites students to develop an area of concentration in theater—they may include performance work only if they have successfully auditioned to do so—with the freedom to identify further coursework in other areas of theater, in related fields of communication and the arts, and in the liberal arts and sciences. BA Theatre Studies majors are encouraged to explore the broad range of minors available from a variety of disciplines across the College. BA concentrations include Performance, Theatre Design and Technology, Management, Playwriting, Dramaturgy, and Directing. The five courses comprising each student's chosen concentration must be approved by the student's Performing Arts Advisor for submission to the Chair, who then submits the educational plan to the Registrar.

The BA degree in Theatre Education requires specific work beyond the Performing Arts core curriculum in theater education and in areas mandated by the Commonwealth of Massachusetts as part of our Department of Education Approved Program leading to the Initial License as a Teacher of Theatre (all levels). At the same time, students in this program have between 9 and 12 free elective courses with which to build an individualized program in ways similar to the students in Theatre Studies. As with Theatre Studies, students in Theatre Education who wish to identify Acting as a concentration must successfully audition to do so.

External Programs

Many Performing Arts majors make use of Emerson's European Center (at Kasteel Well, in The Netherlands) for a semester-abroad program in the sophomore year. Acting students have the opportunity to study with European teachers in the same curriculum that is offered in Boston. BFA majors in Musical Theatre may attend the Castle program only in the fall semester of their sophomore year. Performing Arts students particularly interested in professional experience in film and television may spend a semester of their senior year at the College's Los Angeles Center. In the Performance area, only BA Theatre Studies students are eligible for the Los Angeles semester during the September–May academic year.

Internships

Performing Arts majors may enroll in a maximum of 8 credits of internship with Boston-area, Los Angeles, or national/international companies.

Production Opportunities

The department's major performance spaces are the renovated Cutler Majestic Theatre at Emerson College and two state-of-the-art theaters, the Semel Theater and the Greene Theater, located in the Tufte Performance and Production Center adjacent to the Majestic. Located in the heart of Boston's Theatre District, the Cutler Majestic is a 100-year-old, 1,200-seat proscenium house. The Semel Theater is a 218-seat thrust and the Greene Theater is a 108-seat end-stage theater. Emerson Stage, the department's production unit, presents many student-created events annually from a variety of theatrical genres, which are directed by faculty, professional guest artists, and students. Through productions at the Majestic and in the Tufte Center, students are exposed to a wide range of performance and production opportunities.

During the academic year, eight to ten major productions are fully mounted at the Majestic and in the Tufte Center. Additional workshop projects offer student actors, directors, designers, and choreographers the chance to create their own work. In April, the Emerson Playwrights Festival is mounted through the generosity of Emerson alumnus Rod Parker '52. It includes workshop productions and staged readings of new work written by students, and directed by faculty and guest professionals.

Emerson Stage. Emerson Stage, the production arm of the Department of Performing Arts, presents many events annually, from every major theatrical genre. Casting for Emerson Stage productions is generally limited to Performing Arts majors. Majors are exposed to a wide range of performance and production opportunities, such as Mainstage productions in the Cutler Majestic, Semel Theater, and Greene Theater (in the Tufte Peformance and Production Center); staged readings and workshops led by advanced students, faculty, or guest professional directors; and numerous other performance opportunities.

Class Projects. Directing Projects, Mini-Musicals, Ensemble Projects, and Solo Performance Festivals all may feature the work of students as directors, designers, stage managers, and performers.

Workshop Projects. Faculty, advanced students, and guest artist directors provide further training work for student actors in workshop productions.

Academic Policies

Transfer Students. Due to the limited number of spaces available in Performing Arts Performance Studio courses, students already matriculating at Emerson may not change majors to the BFA Acting, BFA Musical Theatre, or BA Theatre Studies: Acting and BA Theatre Education: Acting Emphasis programs.

Auditing a Course. Students who wish to attend a course without working for, or expecting to receive, formal credit may register to audit the course. Students who audit a course may not participate in the class, do not take examinations, and do not submit papers. Students may only audit lecture-type courses; students may not audit performance (acting, dance, voice, etc.) or production (theatre design, technology, and management) studio courses where experiential learning is the primary methodology. Students must gain permission to audit a course from the course instructor and may not register to audit a course until the first day of classes in order to give priority to students needing to take a course for credit.

Degree Requirements for Performing Arts Programs

BFA in Acting

PA 101	Languages of the Stage
TH 141–148	Stagecraft Laboratories
TH 149	Emerson Stage Production Crew
TH 215	World Drama in Its Context I
TH 216	World Drama in Its Context II
	Advanced Drama Studies course
TH 123, 124, 130, 131, 221, 222	Acting Courses
TH 325, 326, 425, 426	BFA Acting Studios

Total Credits: 72

Students accepted into the BFA Program in Acting must audition to continue in the program at the end of the second year. Since an intensive residency is essential to the success of the Studios, the BFA Acting students are not eligible to participate in the Los Angeles Program during the academic year. They may use elective credits to participate in the summer program in Los Angeles.

BA in Theatre Studies

PA 101	Languages of the Stage
TH 141–148	Stagecraft Laboratories
TH 149	Emerson Stage Production Crew
TH 121	Introduction to Acting I Or
TH 123	Acting I: Movement (with permission)
TH 215	World Drama in Its Context I
TH 216	World Drama in Its Context II
	Advanced Drama Studies course
20 credits (chosen with advisor)	Concentration

Total Credits: 44

BA Theatre Studies majors may take electives in Performing Arts beyond the total credits noted above. BA Theatre Studies majors with a concentration in Acting may take an Advanced Acting class (TH 421) in each semester of their junior and senior years. In addition, BA Theatre Studies majors may take the intensive 16-credit course of study at the Los Angeles Center in their senior year.

BFA in Design/Technology

PA 101	Languages of the Stage
TH 121	Introduction to Acting I
TH 140	Rendering
TH 142	Stagecraft Electrics
TH 143	Stagecraft Props
TH 144	Stagecraft Costume Construction
TH 145	Stagecraft Scenic Construction
TH 149	Emerson Stage Production Crew
TH 150	Design Research
TH 215	World Drama in Its Context I
TH 216	World Drama in Its Context II
TH 240	Drafting
TH 249	Emerson Stage Production Team
	Advanced Drama Studies course
	Design Technology Theory and Practice

(8 credits chosen from the following:
TH 243, 244, 247, 340, 346, 347, 350, 440, 470, 479, 540, 549)

	Design/Technology Concentration

(12 credits chosen from the following:
TH 242/342, 245/345, 248/348, 441)

	Production Assignments
	Annual Portfolio Review

Total Credits: 68

BFA in Stage/Production Management

PA 101	Languages of the Stage
(8 credits chosen from TH 141–148)	Stagecraft Laboratories
TH 149	Emerson Stage Production Crew
TH 121	Introduction to Acting I
TH 215	World Drama in Its Context I
TH 216	World Drama in Its Context II
	Advanced Drama Studies course
TH 249	Emerson Stage Production Team
TH 250	Design Essentials
TH 275	Introduction to Arts Management
TH 277	Introduction to Stage Management
TH 376	Production Management
TH 377	Advanced Stage Management
TH 381	Directing I
12 credits	Directed Study, Production Projects, Internship (designed with advisor)
4 credits	Related Electives (chosen with advisor)

Total Credits: 68

BFA in Musical Theatre

PA 101	Languages of the Stage
TH 141–148	Stagecraft Laboratories
TH 149	Emerson Stage Production Crew
TH 215	World Drama in Its Context I
TH 304	Development of the American Musical
MU 204	Music Analysis I
MU 205	Music Analysis II
TH 123, 124, 221, 222	Acting Courses
(6 credits of technique courses)	Dance
(6 credits)	Applied Voice
TH 327, 328, 427, 428	BFA Musical Theatre Studios

Total Credits: 72

Students are also required to complete 4 non-tuition credits in Chorus/Musicianship.

Students accepted into the BFA Program in Musical Theatre must audition to continue in the program at the end of the second year. Since an intensive residency is essential to the success of the Studios, the BFA Musical Theatre students are not eligible to participate in the Los Angeles Program during the academic year. They may use elective credits to participate in the summer program in Los Angeles.

BA in Theatre Education

PA 101	Languages of the Stage
TH 141–148	Stagecraft Laboratories
TH 149	Emerson Stage Production Crew
TH 215	World Drama in Its Context I
TH 216	World Drama in Its Context II
	Advanced Drama Studies course
TH 121	Introduction to Acting I Or
TH 123	Acting I: Movement (with permission)
TH 122	Introduction to Acting II Or
TH 124	Acting II: Voice and Text (with permission)
TH 381	Directing I
TH 460	Drama as Education I
TH 461	Drama as Education II
	One PA Elective

Total Credits: 44

Students seeking licensure must also complete the Educator Licensure requirements (additional 12–20 credits).

Educator Licensure Programs

Students at Emerson who are interested in obtaining Initial Licensure in Massachusetts as a Teacher of Theatre (all levels, pre-K through grade 12) should see the Educator Preparation and Licensure section of this catalogue and consult with the department's Program Director of Educator Preparation as early as possible (or before the end of sophomore year) regarding programs and requirements. Students transferring to Emerson College above the sophomore level should contact the Program Director for program requirements and admission procedures.

The Theatre Education faculty offers their students review sessions for the Massachusetts Tests for Educator Licensure (MTEL) once each semester. Attendance at one of the review sessions prior to taking the exams is mandatory.

It is recommended that students take the Communicational Literacy Skills (CLST) early in their program and take the Theatre Subject Matter Test (SMT) near the end of their studies, but prior to graduation.

Students who have successfully completed all their course and practicum requirements and who have passed both parts of the MTEL will be considered program completers and be licensure eligible.

The Initial License requires completion of a BA degree in Theatre Education along with completion of the Education Licensure Program. The student teaching practicum must be fulfilled through Emerson. The Licensure Program consists of: TH 265 Foundations of Education, 4–12 credits of Student Teaching Practicum, and PS 333 Developmental Psychology. The last course may also be used toward a student's General Education Liberal Arts distribution in Psychology.

The Initial License is valid for five years, after which time a student wishing to maintain licensure must meet the additional qualifications for the Standard License.

Educator Licensure Requirements

This course of study is required for all students seeking licensure.

TH 265	Foundations of Education
TH 465	Student Teaching Practicum
PS 333	Developmental Psychology

Minor Programs

Dance Minor

This minor requires 16 credits of coursework that combines dance theory, dance technique, and experience in the creative process within the discipline. Students are required to take the following courses (Note: all dance technique courses require permission of the Dance Area Head):

DA 203	Perspectives in World Dance
DA 231	Dance Composition I: Improvisation
	Dance Technique (four 2-credit courses)

Music Appreciation Minor

This minor requires 16 credits of coursework selected in consultation with the Chair of the Department of Performing Arts. Courses may be elected from the following:

IN 303	Poetry and Song
MU 137	Listening to Music
MU 139	History of Jazz
MU 201	History of Music: European
MU 202	History of Music: American
MU 203	Perspectives in World Music
MU 233	History of Opera
MU 204 and MU 205	Music Analysis I and II
MU 256	Deconstructing Twentieth-Century Art Music
MU 257	The Musical Premiere: Beauty and the Artist
MU 312	Film Music in Cross-Cultural Perspective
MU 339	Music and Media

TH 304	Development of the American Musical
VM 452	Art of Noises

Students may use one course from the General Education requirements toward the minor in Music Appreciation.

Dance Courses

DA 203
Perspectives in World Dance
4 credits

Course will focus on learning to "see" and "hear" the form and music of the art of dance across world cultures. We will focus on specific dance ethnographies to understand cultural difference through a study of dance and human movement and to explore contemporary anthropological concerns about representation, globalization, history, and identity. Throughout our study we will focus on various theoretical models in anthropology for studying dance/performance. Fulfills the Aesthetic Perspective and the General Education Global Diversity requirements.

DA 231
Dance Composition I: Improvisation
4 credits

Course guides students in the discovery, development, and exploration of their own movement and imagery. The stimuli for dances include personal experiences, abstract ideas, relationships, emotions, and a variety of real or imagined materials. Prerequisite: permission of the Dance Area Head.

DA 233
Ballet I
2 credits

Course explores the fundamentals of ballet technique for beginning students. Through the traditional class sequence, students become familiar with ballet terms and technique. The class begins at the barre and progresses to center combinations, which emphasize the development of musicality, flexibility, strength, and control. May be repeated for credit. Prerequisite: permission of the Dance Area Head.

DA 234
Modern Dance I
2 credits

Course presents the fundamentals of the concert dance form exemplified in the styles of Graham, Limon, and Cunningham for beginning students. It focuses on the development of technique, including floor work, center, and traveling components. The student explores a wide range of axial and spatial movement while developing flexibility, placement, control, and a concept of dance as a performing art. May be repeated for credit. Prerequisite: permission of the Dance Area Head.

DA 235
Tap Dance I
2 credits

In this course, students explore the technique, style, and rhythmic structure of tap dancing. Students will work toward expanding the movement vocabulary. May be repeated for credit. Prerequisite: permission of the Dance Area Head.
(Fall semester)

DA 237
Jazz Dance I
2 credits

An introduction to the American dance form of jazz, including blues and musical theater dance. Utilizing East Indian and African-Cuban rhythms, this technique is based on exercises and movement developed by choreographer Jack Cole. Classes focus on the development of strength, flexibility, isolation, and control through a series of stretches, strengthening exercises, and center floor combinations. May be repeated for credit. Prerequisite: permission of the Dance Area Head.

DA 271
Dance Practicum
1 non-tuition credit

Students doing substantive work in dance under the supervision of a member of the faculty may enroll in

Dance Practicum for credit during the term in which the work takes place. Projects, which span two terms, may be used for credit in either of the terms. Only 4 non-tuition credits may be used toward graduation. Requires completion of a project contract and permission of the Chair. May be repeated for credit.

DA 333
Ballet II
2 credits
Students at the intermediate level are encouraged to explore the technical and artistic aspects of classical ballet. Each class begins with a series of exercises at the barre and continues into center floor combinations, which may include pirouettes, beats, and jumps. May be repeated for credit. Prerequisite: permission of the Dance Area Head.

DA 335
Tap Dance II
2 credits
Students at the intermediate level concentrate on exploring more sophisticated levels of technique, style, and rhythmic structure of tap dancing. May be repeated for credit. Prerequisite: permission of the Dance Area Head.

DA 337
Jazz Dance II
2 credits
Training in American Jazz Dance integrates a number of jazz styles, including Jack Cole, Fosse, and African-Cuban, which are performed today in the musical theater and in concert. Students work to develop control, strength, and speed, with an emphasis on movement isolation and a clear jazz style. May be repeated for credit. Prerequisite: permission of the Dance Area Head.

DA 430
Dance Repertory
2 credits
Course offers students the opportunity to work with a choreographer in the creation and staging of a concert dance, musical theater, or dance theater piece. Led by faculty or guest artists, students work in a broad range of choreographic styles. In addition to developing the performance and physical skills necessary for the work, students are expected to engage in research and/or study materials necessary to the performance. The course culminates in a public performance of the work. May be repeated twice for credit. Prerequisite: permission of the Dance Area Head.

DA 434
Advanced Dance Technique
4 credits
Advanced dance students concentrate on further developing strength, flexibility, and control in a wide range of movement vocabulary drawn from the Graham, Limon, and Cunningham styles. Students explore dance phrasing, movement qualities, and develop a strong and focused dance style. May be repeated for credit. Prerequisite: permission of the Dance Area Head.

DA 498
Directed Study: Teaching Dance and Movement
4 credits
Classroom work involves both lecture and studio work, focusing on educational philosophy supporting a dance curriculum, aesthetic principles of dance/movement, and technical aspects of body mechanics. A pre-practicum involving 40 hours of observing/assisting area dance teachers is required. Students will learn to prepare lesson plans, which articulate behavioral objectives and methods of evaluation. Students will be supervised teaching some of these plans. Prerequisites: 3.0 GPA and permission of the instructor and department chair are required prior to the end of the examination period of the preceding semester.

Music Courses

MU 137
Listening to Music
4 credits
Course is intended for students with little or no experience in music who want to develop their listening skills and musical understanding. Emphasis

will be on a non-theoretical study of the elements and compositional principles of music, and careful listening to selected works of master composers in the context of a brief survey of Western music. Fulfills the Aesthetic Perspective of the General Education requirements.

MU 139
History of Jazz
4 credits

A study of the evolution of jazz, a continuously evolving form synthesizing many different music styles. Attention is given to its African-American origins, historical identifications, antisocial tendencies, political aspects, and subjective effects that have affected cultural change. Emphasis is placed on listening to the works of Armstrong, Ellington, Davis, Gillespie, Parker, Monk, Coltrane, and Mingus. Fulfills the Aesthetic Perspective and the General Education U.S. Diversity requirements.

MU 201
History of Music: European
4 credits

A survey of European music from Greek beginnings through the Middle Ages, Renaissance, Classical, Baroque, and Romantic periods up to and including contemporary musical forms. Fulfills the Aesthetic Perspective of the General Education requirements. (Semester varies)

MU 202
History of Music: American
4 credits

A survey of American music from the first American settlers to the present including the development of such forms as folk, regional, religious, ethnic, jazz, musical theater, and various popular styles. Fulfills the Aesthetic Perspective of the General Education requirements. (Semester varies)

MU 203
Perspectives in World Music
4 credits

Course investigates music-making within a variety of cultures, including societies from Africa, the Caribbean, India, the Far East, and Native Americans. Musical experience is examined from both the sonic and social perspectives, including musical form, instruments, and style, as well as music's role as a vehicle for defining and representing social values. Fulfills the Aesthetic Perspective and the General Education Global Diversity requirements.

MU 204
Music Analysis I
2 credits

An introduction to the analysis of music, especially as it appears in Musical Theatre. Topics include song structure, dance forms, and identification of the features in various genres and historical styles. Required for BFA Musical Theatre majors. Prerequisite: MU 301. (Fall semester)

MU 205
Music Analysis II
2 credits

A continuation of Music Analysis I, this course will focus on the music and lyrics of songs and shows in the Musical Theatre repertoire. The focus moves from basic terminology to a more detailed connection between analysis and performance. Other topics include the structure of entire shows, detailed analysis of duets and other ensemble pieces, and an increased focus on recent Musical Theatre repertoire. Required for BFA Musical Theatre majors. Prerequisite: MU 204. (Spring semester)

MU 233
History of Opera: Passionate Music, Dangerous Meanings
4 credits

An introduction to the musical and aesthetic conventions of opera. Emphasis is placed on listening to representative works and on an historical survey of opera from its birth to the present. Fulfills the Aesthetic Perspective of the General Education requirements. (Semester varies)

MU 253
Applied Music: Voice
0 credits

Studio course consists of ten 60-minute lessons with a private instructor. Students may pursue this course on a non-credit basis by payment of a course fee. Available for BFA Musical Theatre majors only. Prerequisite: audition for placement by the Coordinator of Applied Music.

MU 254
Applied Music: Piano
0 credits

Studio course consists of ten 60-minute lessons with a private instructor. Students may pursue this course on a non-credit basis by payment of a course fee. Prerequisite: audition for placement by the Coordinator of Applied Music.

MU 256
Deconstructing Twentieth-Century Art Music
4 credits

Course will introduce Western art music of the 20th century to non-music majors. We will chronologically explore diverse styles and genres of music as composed by a panorama of vibrant musical personalities in the 20th century. Our goal will be to demystify some of the construction techniques and resulting sounds that have currently expanded our definition of "e-music." Included in our discovery will be discussions on the interplay of music, literature, and the visual arts as reactive and motivating forces on current 21st-century aesthetics. We will close the course by investigating current trends in art music. Fulfills the Aesthetic Perspective of the General Education requirements. (Semester varies)

MU 257
The Musical Premiere: Beauty and the Artist
4 credits

Course will explore several noteworthy musical premieres in modern European history beginning with the shocking debut of opera in 17th-century Italy to the shocking popular music premieres of the 21st-century United States. We will examine the preparation, actual performance of the work, and the often-revolutionary impact on the broader cultural milieu, as these new works help us to broaden and redefine our concept of beauty. Frequently composed by controversial figures in their day, our methodology will include a recurrent assessment quantifying the effect of the "persona" on the outcome of the premiere. Fulfills the Aesthetic Perspective of the General Education requirements. (Semester varies)

MU 301
Chorus
1 non-tuition credit

Students participate in weekly rehearsals leading to the public performance of choral works. Sightsinging, melody, and harmony are the course objectives. Four semesters of Chorus are required for BFA Musical Theatre majors. (Fall and spring semesters)

MU 302
Musical Theatre Repertoire I
2 credits

An intensive and highly focused course in learning how to prepare for musical theater auditions. Students will be assigned new repertoire from the world of musical theater and will perform from memory during most classes. During the course, students will discuss and analyze the music chosen and will, with the faculty's help, provide constructive criticism of their fellow classmates. An objective of this course is to teach students to perform musical theater literature with a strong emotional connection. Prerequisites: MU 253, MU 353, and permission of instructor. (Fall semester)

MU 303
Musical Theatre Repertoire II
2 credits

A continuation of Musical Theatre Repertoire I. The objective of this course is to accumulate a wide range of audition material in book form that represents various musical theater composers. Prerequisites: MU 253, MU 353, and permission of instructor. (Spring semester)

MU 312
Film Music in Cross-Cultural Perspective
4 credits
Course explores the musical construction of film music and its non-Western or indigenous identity in film through an ethnomusicological and cultural studies perspective. We will study music and cognitive semiotics and look at referentialism, associationism, iconism, embodied meaning (expressionism), and syntax in film music. Students will come to understand better how cultural context influences the material products of culture, including film music. Students will gain a deeper understanding of different cultural values and appreciate the complexities of cultural interchange and the potential dilemmas of cultural relativism. Fulfills the Aesthetic Perspective and the General Education Global Diversity requirements. (Semester varies)

MU 339
Music and Media
4 credits
A review and survey of musical practice in four key media areas: radio, film, television, and popular music. The interrelatedness of all media will be explored, with music providing the essential framework for this investigation. We will examine the function of music in silent film; the connections between music, radio, and popular taste; the ongoing evolution of the music video as a formal structure; and contemporary electronic music as multimedia/digital culture. We will also examine how changes in musical style and developments in musical technologies influence other media. Fulfills the Aesthetic Perspective of the General Education requirements. (Semester varies)

MU 353
Applied Music: Voice
2 credits
Advanced work in vocal technique and development of a repertoire, consisting of ten weekly 60-minute lessons with a private instructor. Required for BFA Musical Theatre majors. No more than 8 credits of Applied Music: Voice may be counted toward credits required for graduation. Prerequisite: audition for placement by the Coordinator of Applied Music.

MU 354
Applied Music: Piano
2 credits
For students for whom the study of piano is relevant to their professional goals. Students have a weekly 60-minute individual lesson. No more than 8 credits of Applied Music: Piano may be counted toward credits required for graduation. Prerequisite: audition for placement by the Coordinator of Applied Music.

Performing Arts Courses

PA 101
Languages of the Stage
4 credits
Course introduces students to the various means of expression available to the art of the stage. In addition to an exploration of the techniques of the written script, students will be introduced to the visual forms of artistic communication, their history, and the conventions of all theatrical forms. (Performing Arts students only)

PA 271
Performing Arts Practicum
1 non-tuition credit
Students doing substantive work in any area of theater under the supervision of a member of the faculty may enroll in Performing Arts Practicum for credit during the term in which the work takes place. Projects, which span two terms, may be used for credit in either of the terms. May be repeated. Only 4 non-tuition credits may be used toward graduation. Prerequisites: permission of the instructor and department chair. A, Acting; B, Directing; C, Design/Production; D, Stage Management; E, Arts Management; F, Musical Theatre; G, Theatre Education.

PA 371–372
Production Project
2 or 4 credits
Students with junior standing may define project work in acting, dance, design, technical production, management, directing, dramaturgy, or education. Prerequisite: permission of the instructor and department chair.

PA 471–472
Production Project
2 or 4 credits

Students with senior standing may define project work in acting, dance, design, technical production, management, directing, dramaturgy or education. Prerequisite: permission of the instructor and department chair.

PA 498
Directed Study in Performing Arts
2 or 4 credits

Students are provided the opportunity to explore an area of specialization in the Performing Arts on an advanced level, culminating in a research paper on a topic not covered in the regular curriculum. Prerequisites: 3.0 GPA and permission of the instructor and department chair are required prior to the end of the examination period of the preceding semester.

PA 499
Internship
4 or 8 credits

Students work in professional theatrical or educational settings under the direct supervision of an approved full-time employee at the site and the designated faculty Internship Coordinator assigned by the Performing Arts Department. Prerequisites: junior or senior standing, a grade point average of 2.7 or above, and permission by petition of Chair of Performing Arts Department and Internship Coordinator. Professional experiences on-site may have specific prerequisites, most of which pertain to completion of the appropriate level theory and/ or production course at the College; students should obtain details from the Internship Coordinator. A 4-credit internship requires 16 hours a week over a 12-week period and an 8-credit internship requires 32 hours a week over a 12-week period. Performing Arts majors may enroll in a maximum of 8 credits of internship with Boston-area, Los Angeles, or national/ international companies. Students must attend a department orientation during the semester prior to undertaking the internship, and should plan to attend pre-determined class meetings during the semester. Students must participate in the Internship Experience Workshop offered through Career Services the semester before the internship, and should consult the Academic Calendar for registration deadlines.

Theatre Courses

TH 100
Appreciation of Theatre Arts
4 credits

Course introduces students to the nature of theatrical performances, which may include drama, comedy, musical theater, opera, dance, solo performance, or performance art. Students will see theatrical performances both on and off the Emerson campus and will be exposed to a wide range of performance styles. Readings will include plays and some historical material as well as readings in performance theory and critical analysis. Special attention will be given to the student's written response to theatrical art. Fulfills the Aesthetic Perspective of the General Education requirements.

TH 121
Introduction to Acting I
4 credits

An introduction to the acting process designed for the non-performance major. Group and individual exercise work develops a relaxed instrument able to respond freely, in the body and the voice, to emotional and external stimuli. The course moves from fundamental explorations through improvisation to work on scripted material.

TH 122
Introduction to Acting II
4 credits

Building on the work of TH 121, this course proceeds to careful study of acting craft through the vocabulary of intentions, actions, obstacles, subtext, and objectives. Prerequisite: TH 121.

TH 123
Acting I: Movement
4 credits

An intensive exploration of movement and improvisation. A variety of improvisatory approaches are employed to tap into individual creativity and to discover the power of group creation. Physical demands increase as the body is emphasized as the instrument of communication. The work includes exploration of space, energy, dynamics, rhythm, and sensory response. Actors learn to channel their physical and emotional energy into dramatic action. Prerequisite: by audition only.

TH 124
Acting II: Voice and Text
4 credits

Course bases the actor's work in the experience of voice and language. The goal is a free voice in a free body and the ability to express thought and emotion with openness and truth. The course guides the student through awareness of and release from habitual tensions and into body alignment, breathing, resonators, sound and movement, group interaction, and the exploration of individual and group creativity. Students will use both scripted and improvised material as they discover the two to three octaves of the speaking voice and its connection with thoughts and words. Prerequisite: by audition only.

TH 130
Improvisation I
2 credits

Course introduces performance majors to improvisation, developing listening skills, spontaneous playing, and the art of presence. Required for all students enrolled in the Actor Training Program. (Fall semester)

TH 131
Improvisation II
2 credits

Course continues the study of improvisation begun in Improvisation I, developing skills from Johnstone, Spolin, and others. Required for all students enrolled in the Actor Training Program. (Spring semester)

TH 140
Rendering
4 credits

Course is structured to develop fundamental skills in observation, drawing, painting, and modeling, with an emphasis on the application of these skills to the theatrical design process. Students are expected to provide appropriate materials as needed. This is the first course required of students in the Design/Technology concentration.

TH 141–148
Stagecraft Laboratories
2 credits

Course offers experience in standard technical craft practices for the theater. Students study fundamental techniques in selected technical/craft areas including, but not limited to, scenery construction and handling, scene painting, sculpture for the stage, costume and properties construction, make-up prosthetics, electrics, and lighting. Students are expected to provide appropriate materials as needed. Students may complete different Stagecraft units to a total of 8 credits. The Performing Arts core curriculum requires completion of two laboratory units, or 4 credits.

TH 141	Special Topics
TH 142	Electrics
TH 143	Properties Construction
TH 144	Costume Construction
TH 145	Scenic Construction
TH 146	Scene Painting
TH 147	Crafts
TH 148	Masks

TH 149
Emerson Stage Production Crew
0 credits

Performing Arts majors are assigned to crew one Emerson Stage production project during their first year in the program. Successful completion of this crew assignment is required as part of the Performing Arts curriculum. Students who fail to earn a satisfactory grade in TH 149 during their first year may not be eligible for work with Emerson Stage until they do so through a new crew assignment.

TH 150
Design Research: Fashion and Décor
4 credits

Historical survey course will introduce students to the evolution of styles in fashion and décor used for theatrical design and production. Students become fluent in the language of visual style. They explore tools for researching a style. They will prepare research folios and make classroom presentations of their discoveries. Research is accessed and delivered in a variety of ways including spoken, written, and graphic presentations, both traditional and computer-aided. Students are expected to provide appropriate materials.

TH 204
Theatre into Film
4 credits

Course will explore the artistic languages of theater and film. Dramatic material written for the stage will be read and analyzed and the process of adaptation of that material will be explored. Texts include the works of such playwrights as Shakespeare, Strindberg, Williams, and Albee. Film texts include the work of directors such as Lumet, Cukor, Solberg, and Nichols. Fulfills the Aesthetic Perspective of the General Education requirements.

TH 205
Dress Codes: American Clothes in the Twentieth Century
4 credits

Students will examine American clothes and fashion in the 20th century, with a primary focus on the visual elements of everyday dress. Six distinct periods will be studied according to the silhouette and decorative details of each. Further, each fashion period will be studied within the context of its indirect influences (social, cultural, historical, technological, economical). Particular focus will be given to concepts of masculinity and feminity, and gender ambiguity; challenges to gendered clothes (such as trousers on women, long hair on men); and anti-fashion (zoot suits, beatniks, hippies, punk, goth). Fulfills the Aesthetic Perspective of the General Education requirements.

TH 215
World Drama in Its Context I
4 credits

A survey of theater and drama from the Greeks through the Restoration, with a focus on the major periods of Western theater and dramatic literature: the Greeks, Roman theater and drama, Medieval theater, Elizabethan drama, and Italian Commedia Dell'arte, Spanish Golden Age, French, and English Neo-Classicism. In addition, a survey of Eastern classical theater and drama with a particular emphasis on the Sanskrit theater, the Chinese drama and the Peking Opera, and the classical theater of Japan, including Kabuki, No, and the puppet theater. There will be selected readings of plays in their historical context with particular attention paid to theatrical styles of plays and production.
(Fall semester)

TH 216
World Drama in Its Context II
4 credits

A survey of theater and drama from the late 17th century to the present. The major periods of world theater and drama, Neo-Classicism, Romanticism, Modernism, and Post-Modernism will be studied with particular emphasis on 20th-century theater and drama throughout the world, including Africa, Asia, the Caribbean, and Latin America. Attention will be given to the work of both women and men. Theatrical conventions, innovations, and techniques developed in the Western and non-Western theaters will be explored. (Spring semester)

TH 221
Acting III: Basic Scene Study and Acting Craft
4 credits

Intensive scene study class builds on TH 123 and TH 124 (movement, improvisation, and voice) to ensure a personal commitment in the way students approach and experience scene work and acting technique (Meisner, Michael Chekhov, etc.) from the canon of various plays. We will emphasize the text, context, subtext, and the given circumstances of each play studied. Actors' scene breakdown, intentions, actions, obstacles, objectives, and moment-to-moment work will be some of the tools used to bring scenes from these plays to life. Prerequisite: TH 124. (Fall semester)

TH 222
Acting IV: Ensemble Acting and Performance
4 credits

In this course, we combine and deepen the creative work accomplished in TH 123 and TH 124. Along with imagination, intelligence, and emotional availability, they form the actor's instrument and are put into service of a playwright's scripted material. This amalgam is the basis of work on a scripted ensemble play, which will be performed at the end of the semester. Ensemble techniques that explore the theater's collaborative nature will be used. Prerequisite: TH 221. (Spring semester)

TH 240
Drafting
4 credits

Through weekly projects, students learn graphic techniques in drafting for theatrical production. The focus is on conventional symbolization, development of ground plans, sections, elevations, orthographics, isometrics, and construction drawings. Students are expected to provide appropriate materials as needed.

TH 242
Lighting Design I
4 credits

Basic principles of stage lighting design are introduced, including the mechanics and optics of lighting instruments, electrical theory and practices, control systems, basic design concepts, and color theory. Controllable qualities of light are investigated and demonstrated through the student's participation on a lighting crew for a department production. Design techniques are developed through a complete lighting design project. Students are expected to provide appropriate materials as needed.

TH 243
Sound Design
4 credits

Course will introduce the basic principles of theatrical sound design and the practices and skills required to develop a production's sound design and supportive technical documentation. Students will be introduced to script analysis, system layout, effects development, source researching, and organization. The combined hands-on presentations and class assignments will allow students to develop a working knowledge of the sound designer's responsibilities and skills. Students are expected to provide appropriate materials as needed. (Semester varies)

TH 244
Costume Construction
4 credits

The course introduces the student to basic costume patterning and construction methods. The student will not only study draping, drafting, and flat-patterning, but will also learn terminology, equipment usage, and the skills necessary to the entire costuming process. Students are expected to provide appropriate materials as needed. Prerequisite: Performing Arts majors only. (Semester varies)

TH 245
Scene Design I
4 credits

Students will be introduced to the fundamental principles of design. They will learn how proficiency in a core set of design skills can lead to effective performance in a variety of theatrical and commercial production situations. Students are expected to provide appropriate materials as needed. Prerequisite: Design/Technology majors only.

TH 247
Make-Up: Theatre
2 credits

Course presents a comprehensive study of the art of traditional make-up for the stage. Through the use of cosmetics and prosthetics, students learn to execute corrective, character, and age make-up. Students are expected to provide appropriate materials as needed.

TH 248
Costume Design I
4 credits

Students develop an understanding of the basic principles of costume design used to create statements about a play and its characters. Lectures and class discussions prepare students to confront specific problems in design projects. Students are expected to provide appropriate materials as needed. (Fall semester)

TH 249
Emerson Stage Production Team
0 credits

Course offers a semester-long experience in the technical areas of theatrical production for BFA Theatre Design and Technology majors. Each team will develop advanced skills in the major craft areas by working on Emerson Stage productions in selected areas for an entire semester. Students are expected to provide appropriate materials as needed. A, Set Construction; B, Scene Painting; C, Costume Construction; D, Properties; E, Electrics/Sound.

TH 250
Design Essentials
4 credits

Introduction to the theatrical design process and personnel. Emphasis is placed on the interconnection between the various design areas and their function in the process of making theater. Students will explore script analysis from the designer's point of view, review historic production styles and venues, and experience current productions. This course will expose students to some of the basic skills and processes employed by theatrical designers. Students are expected to supply appropriate materials as needed and attend selected theatrical productions. (Semester varies)

TH 265
Foundations of Education
4 credits

Course examines the bases of public education and the teaching process from a theoretical and methodological viewpoint. Multiple perspectives will be employed to investigate these issues including, but not limited to, the philosophical, historical, sociological, psychological, economic, and political. Required course for initial licensure as a Teacher of Theatre. Prerequisite: Theatre Education majors only. (Spring semester)

TH 275
Introduction to Arts Management
4 credits

An exploration of the theory and practice of arts management, with particular focus on theater management. Extensive readings in arts management provide a foundation for further work in the field. (Spring semester)

TH 277
Introduction to Stage Management
4 credits

The fundamentals of stage management explored through readings, discussion, written exercises, and appropriate hands-on experience. Prerequisite: Performing Arts majors only. (Fall semester)

TH 304
Development of the American Musical
4 credits

The development of American musical theater from the early minstrel shows to the works of Stephen Sondheim is studied with a critical examination of representative musicals. Slides and recordings of Broadway productions will supplement the lectures. Prerequisite: Performing Arts majors only. (Semester varies)

TH 313
African-American Theatre and Culture
4 credits

African-American drama and theater in Africa and America are studied from their origins in African ritual and in early 19th-century America to the present. Lectures and discussions focus on traditional and modern drama and theater, as well as significant periods of dramatic activity such as the Harlem Renaissance, the Federal Theatre Project, and the Black Arts Movement, and on representative works by major contemporary African and African-American dramatists. Fulfills the General Education U.S. Diversity requirement. (Semester varies)

TH 315
Topics in Contemporary Theatre
4 credits

Various topics in the aesthetics of contemporary theater with particular focus on the history, theory, and criticism of selected contemporary performers and directors. Attendance at selected events is mandatory. The course will focus on contemporary directors such as Robert Wilson, Richard Foreman, Anne Bogart, Tadeusz Kantor, Jerzy Grotowski, Peter Brook, Julie Taymor, and Tadashi Suzuki, and groups such as Open Theatre, Living Theatre, and Mabou Mines. May be repeated for credit if topics differ. Fulfills the Aesthetic Perspective of the General Education requirements. (Spring semester)

TH 325
BFA Acting Studio I
4 credits

Intensive discovery of acting technique that builds on the first two years of voice and movement/ improvisation work to ensure a personal commitment in the way a student studies and experiences scene work through the vocabulary of intentions, actions, obstacles, subtext, and objectives. This studio course integrates experiences in voice, movement, and acting work through team teaching. Significant personal and group preparation is required outside of class time. At least four additional hours per week are protected in the schedule of all students to facilitate this important work. Prerequisite: BFA Acting majors only who have successfully completed a faculty review, audition, and TH 222. Co-requisite: TH 326. Course may be repeated once for credit.

TH 326
BFA Acting Studio II
4 credits

Continuation of the intensive studio training work of TH 325 students in the BFA program in Acting. This studio course integrates experiences in voice, movement, and acting work through team teaching. Significant personal and group preparation is required outside of class time. At least four additional hours per week are protected in the schedule of all students to facilitate this important work. Prerequisite: BFA Acting majors only who have successfully completed a faculty review, audition, and TH 222. Co-requisite: TH 325. Course may be repeated once for credit.

TH 327
BFA Musical Theatre Studio I
4 credits

Intensive discovery of techniques in acting and singing, with a particular emphasis on pre-1965 musical theater repertoire. Significant personal and group preparation is required outside of class. Semester includes specific instruction in "clean singing." Prerequisite: BFA Musical Theatre majors only who have successfully completed a faculty review, audition, and TH 222. Co-requisite: TH 329 or 429. (Fall semester)

TH 328
BFA Musical Theatre Studio II
4 credits

Continuation of the intensive studio training work of TH 327 for students in the BFA Program in Musical Theatre. Scenes from musical theater and plays as well as advanced musical solo work is considered. Significant personal and group preparation is required outside of class. Semester includes specific work in dialects. Prerequisite: TH 327. Co-requisite: TH 329 or 429. (Spring semester)

TH 329
Musical Theatre Enrichment I
2 credits

Musical Theatre Dance Repertoire class where students are assigned to class by skill level as determined by musical theatre and dance faculty. Prerequisite: BFA Musical Theatre majors only who have successfully completed a faculty review, audition, and TH 222. Co-requisite: TH 327, 328, 427, or 428. Course may be repeated for credit.

TH 340
AutoCAD
4 credits
Students will learn to use the technology of Computer Assisted Drafting to facilitate the graphic communication required in theater design and technology including, but not limited to, the creation of ground plans, elevations, section views, orthographic views, technical details, and light plots. Students will produce both electronic files and printed documents that conform to accepted theater graphics standards. The techniques of 3D modeling and rendering will also be introduced. Prerequisite: TH 240.

TH 342
Lighting Design II
4 credits
Course presents approaches to lighting design and poses specific design problems for the student to solve. Attention is also given to color, composition, cueing, and production through presentations and discussions in class. Students will participate in department productions as assistant designers and electricians. Students are expected to provide appropriate materials as needed. Prerequisite: TH 242. (Semester varies)

TH 345
Scene Design II
4 credits
Course will build on the experience of fundamental level coursework. Students will develop methods for solving the practical and aesthetic problems that a working professional designer, working in theater and allied fields, will encounter. Students are expected to provide appropriate materials as needed. Prerequisite: TH 245.

TH 346
Scene Painting
4 credits
Students will practice with a variety of scene shop paint media and surfaces while they learn how to depict both natural and architectural forms. Both large-scale backdrop painting and more detailed faux finish techniques will be studied. Students are expected to supply appropriate materials as needed. Prerequisite: Performing Arts majors only.

TH 347
Make-Up Effects for Film and Television
2 credits
A basic course in the art of film and television make-up effects, this course includes the use of refined cosmetics and prosthetic techniques to execute character, age, and casting molds to create appliances for extreme stylistic character make-up on a studio partner. Students are expected to provide appropriate materials as needed. Co-requisite: TH 247.

TH 348
Costume Design II
4 credits
Students explore advanced design principles and processes in all areas of costume design. Students will experience the complete process of designing costumes for a given project: creating and presenting the design concept; working with the costume shop; developing appropriate paperwork for counting, building, and running costumes; budgeting; research; collaboration; and rendering final sketches. Students will produce a portfolio of work and learn to communicate professionally with other members of the theatrical production team. Students are expected to provide appropriate materials as needed. Prerequisite: TH 248. (Semester varies)

TH 350
Topics in Design Presentation
4 credits
Various topics providing design students with the opportunity to develop specific skills in the presentation of design concepts including, but not limited to, the areas of costume design, scenic design, lighting design, museum exhibition and installation, and/or design for film and television. Work will focus on design research, conceptualization, and methods of artistic presentation appropriate to the specific design area. Students may study model building, advanced rendering technique, drawing, computer graphics, collage, mixed media, and/or portfolio presentation.

Students are expected to provide appropriate materials as needed. Prerequisite: TH 140 or TH 240. (Semester varies)

TH 376
Production Management
4 credits

An exploration of professional production management in theater ranging from commercial and nonprofit regional theater models to touring and special events management. Prerequisite: TH 277. (Spring semester)

TH 377
Advanced Stage Management
4 credits

Course will provide students with the additional tools, techniques, and information to build the bridge from practicing stage management in an educational environment to the professional theater or MFA program through in-depth study of the Actor's Equity Rules, creation of complex repertory rehearsal schedules of multiple productions, and hands-on training exercises of calling musical show cues with lighting, automation, and fly to music with cue lights. Prerequisite: TH 277.

TH 381
Directing I: Fundamentals of Directing
4 credits

Major principles of play directing are studied. Through comprehensive script analysis, students become familiar with the structure of a play as a basis on which the various elements of theater can be organized to achieve dramatic unity. Laboratory application of directing practices introduces students to the techniques employed by a director to communicate with actors and audience, including principles of composition, movement, stage business, and rhythm. Prerequisite: junior standing.

TH 388
Playwriting I
4 credits

Working from the reading and analysis of contemporary plays, from discussions of contemporary theatrical techniques, and from exercises through which the student writer gains access to personal material, the major focus of the semester will be the writing and revision of several drafts of at least 1 one-act play suitable for production on stage. Pieces, scenes, and whole plays will be read in class and active participation in the workshop process is a required component of the course. Prerequisite: sophomore standing. (Semester varies)

TH 411
Topics in Drama Studies
4 credits

Various offerings in dramatic literature, theater history and/or criticism including, but not limited to, modern American drama, contemporary European drama, contemporary American drama, contemporary women playwrights, gay and lesbian drama, Shakespeare and the Greeks, the history of acting, the history of the physical theater, and performance studies. All courses are reading, research, and writing intensive. May be repeated for credit if topics differ. Prerequisite: TH 215.

TH 421
Advanced Acting: Special Topics
4 credits

Intensive scene study and acting technique exploring specific issues of style, genre, or other defined topics. Topics offered may include but are not limited to Shakespeare, the Greeks, Stage Combat, Comedy, Auditions and Monologues, scene work from modern drama, Asian approaches to theater and performance, Self-Scripting, Solo Performance, Advanced Voice/Dialects, Acting for the Camera, and Musical Theater Performance. May be repeated for credit if topics differ. Prerequisite: TH 221.

TH 425
BFA Acting Studio III
4 credits

Continuation of the intensive studio training work of TH 325 and TH 326 for students in the BFA program in Acting. Scene study problems move toward issues of style, including a range of aesthetic and acting style issues. This studio course integrates experiences in voice, movement, stage combat (including unarmed and Elizabethan rapier), and acting work through team teaching. Significant personal and group preparation is required outside of class time. At least four additional hours per week are protected in the schedule of all students to facilitate this important work. Co-requisite: TH 426. Course may be repeated once for credit.

TH 426
BFA Acting Studio IV
4 credits

Continuation of the intensive studio training work of TH 425 for students in the BFA program in Acting. Beyond continued scene work, significant attention is paid to audition technique and to a thorough orientation to the profession and the business of acting. This studio course integrates experiences in voice, movement, and acting work through team teaching. Significant personal and group preparation is required outside of class time. At least four additional hours per week are protected in the schedule of all students to facilitate this important work. Co-requisite: TH 425. Course may be repeated once for credit.

TH 427
BFA Musical Theatre Studio III
4 credits

An investigation of various genres and styles of musical theater performance, incorporating work in solo and ensemble performance. Prerequisite: TH 328. Co-requisite: TH 329 or 429. (Fall semester)

TH 428
BFA Musical Theatre Studio IV
4 credits

In this course, senior-level BFA Musical Theatre majors continue the exploration of musical theater genres and styles, ending with a group showing of selected work. Prerequisite: TH 427. Co-requisite: TH 329 or 429. (Spring semester)

TH 429
Musical Theatre Enrichment II
2 credits

Musical Theatre Dance Repertoire class where students are assigned to class by skill level, as determined by musical theatre and dance faculty. Prerequisite: BFA Musical Theatre majors only who have successfully completed a faculty review, audition, and TH 222. Co-requisite: TH 327, 328, 427, or 428. Course may be repeated for credit.

TH 440
Technical Theatre Laboratory
2 or 4 credits

Various workshops are structured to introduce students to a broad range of technical experience. The subject matter for these workshops may include:

- Properties design and construction
- Audio design for performing arts
- Advanced electrics
- Design and construction for film and television

Students are expected to provide appropriate materials as needed. Course may be repeated up to a total of 8 credits. Permission of instructor required.

TH 441
Topics in Technical Design
4 credits

Introduction to the organization of the scene shop, tool maintenance and usage, construction techniques, technical drawing development, computer applications, rigging, and time and material budgeting. Students will complete class projects and work on Emerson Stage productions. Students are expected to provide appropriate materials as needed. Permission of instructor required. Course may be repeated for credit.

TH 450
Drawing for Theatre and Film
4 credits

Course encourages students to view drawing as an organizing tool for thought, personal image exploration, and as an art of visual storytelling. Students will create work exploring materials suited to their ideas, using a variety of media and papers. Lectures and visual presentations will introduce students to artists in the worlds of fine arts, theater, and film for whom drawing is an integral part of their creative process: William Kentridge, Robert Wilson, Eric Drooker, Raymond Pettibon, and a number of classic and contemporary artists whose drawing communicates information, narrates a story, creates a scenario, or conjures a world or system of belief.

TH 460
Drama as Education I
4 credits
Course examines the philosophy behind the teaching of theater and the use of drama as an educational tool in classroom, workshop, and production settings. Students will learn to assess the learning needs of their students, develop appropriate educational goals, and design and implement teaching strategies. There will be 40 hours of pre-practicum work including observations of area theater and drama classes from grades pre-K through 12. This course is open to any Performing Arts major and others with permission of instructor. It is required for Theatre Education majors seeking initial licensure as a Teacher of Theatre. (Fall semester)

TH 461
Drama as Education II
4 credits
In this course, students delve more deeply into the philosophy and practice of teaching through drama and theater. Forty hours of pre-practicum work with students from grades pre-K through 12 is required. Prerequisite: TH 460. This course is required for Theatre Education majors seeking initial licensure as a Teacher of Theatre. (Spring semester)

TH 465
Student Teaching Practicum
4–12 credits
An 8- to 14-week practicum providing supervised student teaching activities at either the elementary, middle, or high school level. Students practice teaching in a school system, which permits them to interact with students and teachers in their area of concentration. Working closely with the on-site cooperating practitioner, students develop instructional units and must be engaged in 300 hours of teaching. The practicum is open only to students who have completed their education program sequence. Prerequisites: TH 460 and permission of the Theatre Education Program Director.

TH 467
Special Topics in Theatre Education
4 credits
Course examines such topics as theater-in-education, puppetry, playwriting with and for youth, theater education outreach, and the teaching of dance and movement. Subject matter varies each semester. This course may be repeated for credit. Prerequisite: TH 460 or TH 461. (Semester varies)

TH 470
Design in Practice Topics
4 credits
An advanced course of study, developing the required practical skills necessary for the design and execution of a theatrical production design. To further develop the ability to analyze a script, song, or score and translate the ideas therein into visual images. To allow the student to move a design from concept to completion under the actual "in theatre" conditions, while still maintaining a safe, constructive learning environment. To put into actual practice the equipment, methods, procedures, and skills necessary to implement a successful design. May be repeated for credit. Students are expected to provide appropriate materials as needed. Prerequisites: permission of instructor and first-level design class depending on topic.

TH 475
Practicum: Arts Management
4 credits
Practical experience in arts management under faculty supervision. Includes reading and writing assignments, as appropriate, for the serious arts management student. Prerequisites: TH 275 and Department permission. May be repeated for credit.

TH 477
Practicum: Stage Management
2–4 credits

Practical experience in stage management under faculty supervision. Includes reading and writing assignments, plus group discussion for the advanced stage manager. Prerequisites: TH 277 and Department permission. May be repeated for credit.

TH 479
Topics in the Business of Theatre
4 credits

Various topics related to the business of theater for future working professionals. Different sections will approach issues relevant to specific career paths, i.e., acting, design, stage management, etc., such as: the finding of appropriate audition material, and audition and casting process in theater, film, and television; the requirements for admission to professional trade unions, AEA, and exploration of service organizations; issues of titles, licenses, and/or permits; preparing a professional resume and/or portfolio, job strategies using online sources for entry-level work; entrepreneurial opportunities and interaction with allied businesses and fundraising for nonprofit companies; and other topics as appropriate to individual sections. Prerequisites: Performing Arts majors only and junior standing. (Semester varies)

TH 482
Directing II: Theory and Practice
4 credits

Extending the experiences of Directing I, this course emphasizes the application and unification of stage directing techniques and theories leading to a concept for production. Through selected scenes and projects for class presentation, students continue the exploration of materials and methods of communicating the dramatic content of a script to an audience. Prerequisite: TH 381.

TH 488
Playwriting II
4 credits

Course will include, but is not limited to, the study of dramaturgical elements in the work of contemporary and classic playwrights, as well as continued study of story development, structure, and the use of dialogue. Students will present a variety of work in class, their own and the work of others, looking at plays from the perspective of the actor, director, designer and, most importantly, the audience. By the end of the semester, students will complete the first draft of a newly conceived full-length play or the third draft of the one-act play begun in Playwriting I. Prerequisite: TH 388.

Courses at the 500-level may not be taken by any student who is not a senior at the time the course is offered.

TH 514
Theatre Studies Seminar
4 credits

Examination and exploration of various topics in theater studies, including but not limited to the areas of theater history, criticism, theory, aesthetics, performance studies, and dramatic literature. May be repeated for credit if topics differ.

TH 521
Ensemble Workshop Topics
4 credits

Students create a workshop production focused on a collective approach to theatrical collaboration. Research and in-depth study of the chosen source material accompanies practical application and approaches to working in an ensemble, leading to a public showing of the work of the group. May be repeated once for credit. Prerequisite: permission of the instructor. (Semester varies)

TH 525
Performance Theatre and Community I
4 credits
Course examines the relationships between theater and culture, where culture is understood as a process of knowing the other, of looking and listening, of creating and maintaining connection in a community. An examination of theoretical texts in economics, history, sociology, cultural studies, politics, and performance provides a foundation for exploring and experiencing various techniques of making theater in community. (Fall semester)

TH 540
Puppetry
4 credits
The art of puppetry and the basic methods of construction, operation, manipulation, and performance of puppets are examined. Emphasis is on the use of puppets as an educational tool. Projects include creating examples of each of the four major types of puppets: shadow, hand, rod, and marionette—using a range of construction techniques and materials appropriate to an educational setting. The course culminates in the construction of puppets for in-class presentations. Students are expected to provide appropriate materials as needed. (Semester varies)

TH 562
Theatre for Young Audiences
4 credits
Students are introduced to the scope, purposes, and history of theater experiences for children and adolescents. Topics include play reading and analysis, the examination of formal and participatory theater, and theater-in-education techniques. Prerequisite: Performing Arts majors or permission of instructor. (Fall semester)

TH 567
Playwriting for and with Youth
4 credits
An introduction to a variety of schemes and stimuli to use in writing scripts for child or youth audiences or to use in helping young people to write their own plays. Attention will be given to freeing and stretching the imagination, issues of structure and methods of play development, culminating in readings of new work. Class work will include writing, improvising, reading aloud, critiquing, and discussing work for and with youth. Prerequisite: Performing Arts majors only. (Semester varies)

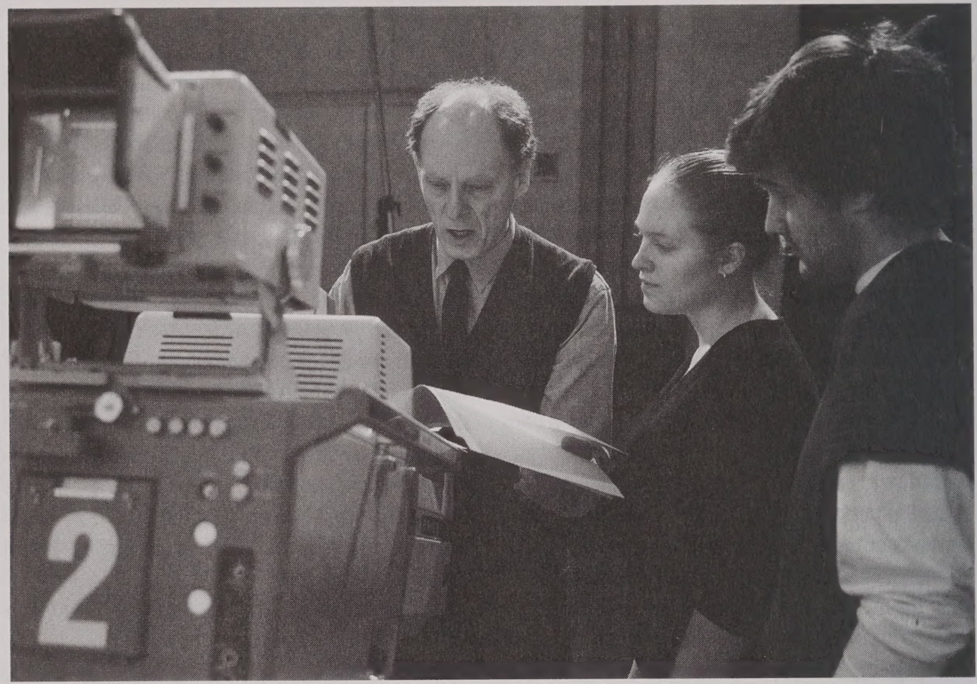
TH 579
10K and Under: Writing the Small Arts Grant
4 credits
Students will design grant proposals with a focus on community-based projects, learning grant writing, skill building, and developing relationships with local arts funders and community artists successful at grant writing and community-based collaborations. Skills include research, budget preparation, developing "boilerplate" data, and writing for specific constituencies and potential audiences. (Semester varies)

TH 584
Directing the Musical Play
4 credits
The exploration of the conceptual and structural material pertinent to the musical play form with emphasis on developing skills in the staging of the materials through the coordination of music, lyrics, and dialogue. Each student will be required to stage scenes from musicals for class demonstration. Selected students will be assigned to stage mini-musicals for public presentation. Prerequisites: Performing Arts majors only and permission of instructor. (Fall semester)

TH 589
Playwriting Workshop
4 credits
Workshop will provide students with the ability to experience exercises designed to generate ideas, develop playwriting technique, and explore the theatrical realization of text. Prerequisite: TH 388. (Semester varies)

School of the Arts

Department of Visual and Media Arts



Professors Cooper and Shattuc; Associate Professors Andrade-Watkins, Archambault, Cook, Fields, Freeman, Fry, Kingdon, Knight, Kotz Cornejo, Krause Knight, Methot, Roberts-Breslin, Sabal, Schaefer (Interim Chair), Selig, Shaw, Sheldon, Shipps, Stawarz, Todd, and Wang; Assistant Professors Banks, Belkina, Bosmajian, Gaucher, Gianvito, Gordon, Ildari, Lake, Macak, and Ramey; The Jane and Terry Semel Chair in Screenwriting Kernochan; The Lois and Henry Foster Chair in Contemporary Art Theory and Practice Ketner; Executive Artist-in-Residence Bright; Artists-in-Residence Patton-Spruill and Turano; Producer-in-Residence Grill; Scholars-in-Residence Feil and Flynn; Screenwriter-in-Residence Weinberg.

The Department of Visual and Media Arts educates students to become informed, ethical, creative, and disciplined scholars and practitioners while learning to present ideas and tell stories. The department's faculty encourages broad-based learning based on a balance of theory and practice and is dedicated to including the perspectives of many cultures and nations. Students gain an understanding of the social, political, and cultural implications of the visual, media, and sound arts, so that they develop an appreciation of the principles that lead to reasoned and humane outcomes.

Programs

The Department of Visual and Media Arts offers a curriculum designed to help students achieve the goals described above as well as to focus on preparing for careers in the visual media and sound arts and/or graduate studies. The Department offers two tracks within its Bachelor of Arts (BA) curriculum: Media Arts Production and Visual and Media Studies, as well as a Bachelor of Fine Arts (BFA) degree in Media Arts Production.

Degree Requirements for Bachelor of Arts in Media Arts

Production Track

The undergraduate faculty of Visual and Media Arts is committed to the following learning objectives for the BA in Media Arts Production program:

1. Students will demonstrate an understanding of the history, theory, and practice of media arts.
2. Students will demonstrate technical proficiency in the production of media arts.
3. Students will create media arts with originality and aesthetic depth.
4. Students will demonstrate their ability to research and analyze media arts.
5. Students will apply ethical principles in the production and analysis of media arts.

The following degree requirements pertain to the Production Track of the Bachelor of Arts degree. Forty-four credits are required for the BA degree. Students are also encouraged to combine elements of study from diverse areas offered by the department in order to broaden their knowledge and adaptability, and to serve their artistic and intellectual interests as well as their career goals. Students should remain in contact with the department and their academic advisor for information pertaining to requirements and course offerings.

I. Media Arts Foundations

12 Credits

The Media Arts Foundations offers the student a broad theoretical, historical, and practical introduction to the media arts.

Required Courses

VM 100	History of Media Arts I
VM 101	History of Media Arts II
VM 120	Foundations in Visual and Media Arts Production

II. Introduction to Disciplines

16 Credits Minimum

At the Introduction to Disciplines level, students explore one or more of the department's main discipline areas.

Required Courses

VM 200	Media Criticism and Theory

***At least one of the following:**

VM 202	Critical Listening
VM 220	Writing the Short Subject
VM 221	Writing the Feature Film
VM 222	Writing for Television

***At least two of the following:**

VM 230	Introduction to Film Production
VM 231	Intermediate Film Production
VM 240	Introduction to Video Field Production
VM 241	Introduction to Studio Television Production
VM 250	Introduction to Sound Principles and Audio Production
VM 251	Audio Field Recording Workshop
VM 260	Introduction to Digital Media Production
VM 261	Computer Animation

*Students intending to specialize in Radio or Sound Design and Audio Post-Production should take VM 202. Students intending to specialize in Writing for Film and Television must take two courses from VM 220, VM 221, and VM 222, and only one of the courses numbered from VM 230 to VM 261.

III. Specializations

16 Credits Minimum

Following the development of basic production skills in Level 2, students are encouraged to develop a specialized course of study based on their interests and goals. The Specializations permit students to concentrate in a particular production medium, in a set of production skills, or in a specific genre. Advising guidelines for each specialization are available on the department's website and from the Advising Center. Candidates for the Bachelor of Fine Arts degree should refer to the description of additional BFA requirements in subsequent pages.

Required Courses

VM 402	Seminar in Media Arts Topics
VM 400–419 VM 500–519	One 400- or 500-level Media Studies course (Prerequisite determined by course.)

A Production Specialization is a sequence of classes specifically designed to develop expertise in one of the areas listed below. Students must take at least two Specialization courses. Students must complete 200-level writing and production requirements and have junior standing to take 300-level specialization courses.

- Film
- Studio TV Production
- Interactive Media
- Radio
- Animation and Motion Media
- Directing Narrative Fiction
- Documentary Production
- Experimental Media Production
- Cinematography/Videography
- Post-Production
- Producing
- Sound Design/Audio Post-production
- Writing for Film and Television

BA Production Workshop

During a student's final semesters, the option of working on advanced production projects is available, by application, to students through VM 491 BA Production Workshop. The Workshop provides the opportunity for students to realize a one-semester production project, reel, or portfolio in their senior year. The Workshop is optional for the BA degree. Registration for VM 491 requires faculty committee approval. Students seeking to pursue a year-long course of work on a thesis-level project and a more rigorous course of study may apply to the Bachelor of Fine Arts (BFA) program. More information about the BFA degree program is provided in the following section.

Media Studies Track

The undergraduate faculty of Visual and Media Arts is committed to the following learning objectives for the BA in Media Studies program:

1. Students will demonstrate an understanding of the history, theory, and practice of media arts.
2. Students will demonstrate basic skills in the production of media arts.
3. Students will generate and conduct their own research in the history and theory of media arts.
4. Students will apply ethical principles in the research and analysis of media arts.

The Media Studies Track is designed for students whose focus is the scholarly study of the media arts, especially those students desiring preparation for careers in media criticism, publishing, and industry research, or for advanced studies in media arts or law.

I. Visual and Media Arts Foundations
12 Credits

The Visual and Media Arts Foundations offers the student a broad theoretical, historical, and practical introduction to the visual and media arts.

Required Courses

VM 100	History of Media Arts I
VM 101	History of Media Arts II
VM 120	Foundations in Visual and Media Arts Production

II. Visual and Media Arts Theory and Practice
8 Credits

Required Courses

VM 200	Media Criticism and Theory
	One 200-level production or writing course

III. Visual and Media Studies
16 Credits Minimum

Required Courses

VM 402	Seminar in Media Arts Topics

In addition to VM 402, students are required to complete at least three additional advanced visual and media studies courses numbered 400–419 or 500–519.

IV. Visual and Media Arts Electives
8 Credits

Required Courses
Two Visual and Media Arts elective courses.

Degree Requirements for Bachelor of Fine Arts in Visual And Media Arts

The undergraduate faculty of Visual and Media Arts is committed to the following learning objectives for the BFA in Media Arts Production program:

1. Students will demonstrate an understanding of the history, theory, and practice of media arts.
2. Students will demonstrate technical proficiency in the production of media arts.
3. Students will create media arts with originality and aesthetic depth.
4. Students will demonstrate their ability to research and analyze media arts.
5. Students will apply ethical principles in the production and analysis of media arts.
6. Students will create an advanced level project in their own media specialization.

Students are encouraged to pursue a Bachelor of Fine Arts degree (BFA), which includes a year-long, intensive, more concentrated and rigorous capstone project in the student's chosen medium. The BFA encourages innovative exploration of voice, form, culture, and genre.

Application
Students are eligible to apply for entry to the BFA program in their junior year. Admission to the BFA is competitive. Applications and information about the application process are available through the office of the BFA Program Director in the Visual and Media Arts Department. Students applying for the BFA should have a minimum grade point average of 3.0, and should maintain at least a 3.0 grade point average to continue. Students with a GPA of less than 3.0 may appeal by petition to the BFA committee.

Requirements
Thesis Project—Students admitted to the BFA program must complete their thesis project by the end of their last semester at the College on the Boston campus.

Courses—In addition to the requirements listed in the Bachelor of Arts Production Track above, an additional 16 credits in media production courses are required for the BFA degree (see specializations), including two consecutive semesters of the BFA Production Workshop (VM 490) to be taken during the student's final two semesters on the Boston campus. All students must submit portfolios, transcripts, and project proposals by the designated deadline for BFA committee review for admission to VM 490. Admission is by committee approval only.

The remaining 16 credits of media production course requirements must include:

1. An advanced-level course in the student's chosen field of production, and
2. A production elective that supports development or completion of the final project. For example, a student producing a computer animation project might find any of the following to be useful:

VM 220	Writing the Short Subject
VM 250	Introduction to Sound Principles and Audio Production
VM 360	Film Animation
VM 376	Editing for Film and Video

Students should note that the BFA program leaves limited opportunity for electives. Students must consult the BFA Program Director for detailed information on the required and recommended elective coursework for the BFA degree.

Additional Departmental Policies

1. At least 20 of the Visual and Media Arts degree credits, which count toward meeting the major requirement, must be taken at Emerson College.
2. For students entering in Fall 2010 and after—during junior and senior years, students must take two courses in the liberal arts at the 300-level or above from courses approved by the Department.
3. No more than one course in which a student earns a D may be counted toward the major requirements.
4. Sophomores are limited to a maximum of 8 credits of major courses each semester.
5. Juniors and seniors are limited to a maximum of 12 credits or major courses each semester.

Transfer Policy

Any student in the College wishing to transfer into the Visual and Media Arts Department must do so during the designated period in October or February, have a GPA of at least 3.2, and have the approval of the Department Chair or his/her designee. Students wishing to transfer into the specialization in Film or Writing for Film and Television are expected to have a GPA of at least 3.5 and will be expected to provide a statement of purpose and a portfolio. Details regarding the application process and deadlines are available from the Academic Advising Center.

Double Major Policy

Students who have a major in the Department of Visual and Media Arts may not double major.

Class Enrollment Policy

Any student enrolled in a course in the Department of Visual and Media Arts who does not attend class during the first four class hours, and who has not made prior arrangements with the instructor, may be dropped from the class at the instructor's discretion, regardless of any prior registration of the student for the course in question. Students dropped from a class for this reason will be re-admitted only with the approval of the course instructor and if there is still room for an additional student in the class.

Minor Programs

Photography Minor

The Photography Minor offers students a unique blend of darkroom and digital approaches to photography. Students develop their artistic vision out of an informed inquiry into the histories, theories, and practices of photography and culture. The curriculum allows students to produce a body of work through a constructive dialogue that builds on the particular strengths of the student, the faculty, and the resources of the institution. The minor offers students fundamental as well as specialized photography skills and opportunities for experimentation and innovation.

Required Courses	
VM 203	History of Photography
VM 265	Introduction to Photography
VM 365	Intermediate Photography

In addition, students must successfully complete at least one course from the following:

VM 366	Digital Imaging for Photographers
VM 367	Digital Imaging: Color
VM 465	Documentary Photography
VM 492	Photo Practicum
VM 260	Introduction to Digital Media Production

Visual Studies and the Arts Minor

This minor offers the student an opportunity to study the history, theory, and criticism of the visual arts in greater depth than that encountered through General Education requirements alone. Courses in both Western and non-Western traditions comprise the curriculum. Some courses take the more conventional structure of study by chronological time period, or specific geographic regions and/or cultures, while others are organized to investigate particular philosophical, sociocultural, or thematic undercurrents in the arts. The minor consists of 16 credits chosen from the following courses; no more than 4 credits may also count toward the General Education requirement.

Historical Surveys (choose at least one)	
VM 210	History of Western Art I: Renaissance and Baroque
VM 211	History of Western Art II: 18th- and 19th-Century Art
VM 212	History of Western Art III: Modern
VM 213	History of Western Art IV: Post-World War II
VM 214	History of Non-Western Art I: Asia and the Mideast
VM 215	History of Non-Western Art II: Africa, the Pacific, and the Americas

Required Courses	
VM 218	The Artist and the Making of Meaning
VM 409	Seminar in Western Art or
VM 410	Seminar in Non-Western Art

Students must also successfully complete at least one other course in the Visual Arts (excluding studio arts or production courses). This may be VM 105, or any approved Media Studies, History of Photography, or Institute course.

Internships and Directed Studies

Although students may take more than one internship, no more than 4 credits of internship or 8 credits combined of internship, directed study, or directed projects may count toward the major in Visual and Media Arts.

Co-Curricular Activities

A wealth of co-curricular activities (VM 337 and VM 340–349) are available to students interested in various facets of the visual and media arts, including two radio stations (WERS and WECB), a television station (the Emerson Channel), a record label (Emerson Records), a magazine of criticism (*Latent Image*), a screenwriting workshop (spec.), and multiple production groups (Emerson Independent Video, Frames Per Second, Women in Motion, a chapter of the National Broadcasting Society, and the EVVYs).

Visual and Media Arts Courses

VM 100
History of Media Arts I
4 credits
First of a two-semester course exploring the historical development of the media arts, including the film, broadcasting, and sound recording industries until 1950. Investigates the relationships between economics, industrial history, and social and political systems, and the styles and techniques of specific films and broadcast programs. Special attention is given to the diversity of styles of presentation in the media. Prerequisite: Visual and Media Arts majors only.

VM 101
History of Media Arts II
4 credits
Second of a two-semester course exploring the historical development of the media arts, focusing on the continuing development of the film, broadcasting, and sound recording industries after 1950, as well as the development of video and digital technologies. Investigates the relationships between economics, industrial history, and social and political systems, and the styles and techniques of specific films and videos, broadcast programs, and digital media products. Prerequisite: VM 100.

VM 105
Introduction to Visual Arts
4 credits
Investigates the visual language of communication shared among all of the visual arts, emphasizing visual analysis, understanding of materials, the history of style and techniques, and the functions and meanings of art in its varied manifestations. Provides foundation for subsequent studies in the visual and media arts. Fulfills the Aesthetics Perspective of the General Education requirements.

VM 120
Foundations in Visual and Media Arts Production
4 credits

Combination of lectures and hands-on workshops examining the relationships among photography, graphics, audio, film, video, and digital media within the context of cross-media concepts, theories, and applications. Traces the creative process from conception and writing through production and post-production. Students proceed through a series of exercises that will lead to completion of a final project, establishing a foundation for advanced production coursework. Prerequisites: Visual and Media Arts majors only, VM 100 (can be co-requisite).

VM 200
Media Criticism and Theory
4 credits

Explores theoretical and critical approaches to the study of photography, film, television and video, audio, and digital culture. Theories and methods examine issues relating to production and authorship in the media arts, audience reception and effects, political ideology, ethics, aesthetics, cultural diversity, and schools of thought within the liberal arts. Extensive critical writing and reading in media criticism and theory. Prerequisites: VM 101 and VM 120.

VM 202
Critical Listening
4 credits

Provides a study of the psycho-acoustic perception and analysis of classical and contemporary use of sound in the media. Students identify and define acoustic variables, comparing past and present recordings in all media. Prerequisites: VM 101 and VM 120.

VM 203
History of Photography
4 credits

Survey of the aesthetic and technical development of photography from its invention to the present day, with emphasis on the 20th century, including critical analysis of the medium central to understanding the influence and appropriation of photography today. Fulfills the Aesthetics Perspective of the General Education requirements.

VM 210
History of Western Art I: Renaissance and Baroque
4 credits

Exploration of Renaissance and Baroque art, beginning with Proto-Renaissance works in the 14th century, and concluding with the Late Baroque in the later 17th/early 18th century. Students study major works and artists characterizing these movements, and the critical treatment they received over the centuries. Fulfills the Aesthetics Perspective of the General Education requirements. (Semester varies)

VM 211
History of Western Art II: 18th- and 19th-Century Art
4 credits

Investigates the evolution of the arts in the western tradition through the 18th and 19th centuries. Major works, styles, and artists are examined within the context of contemporaneous sociocultural movements, such as the Enlightenment. Among the movements studied are: Neoclassicism, Romanticism, Realism, Art Nouveau, Impressionism, and Post-Impressionism. Fulfills the Aesthetics Perspective of the General Education requirements.
(Semester varies)

VM 212
History of Western Art III: Modern
4 credits

Examines the major styles, works, and artists of the first half of the 20th century, prior to the advent of Abstract Expressionism. Examines a wide variety of European and American modern art, investigating critical and public reactions. Among the movements studied are: Fauvism, Expressionism, Cubism, Dada, Futurism, Surrealism, the Bauhaus, Constructivism, and De Stijl. Fulfills the Aesthetics Perspective of the General Education requirements. (Semester varies)

VM 213
History of Western Art IV: Post-World War II
4 credits

Chronological study of Western contemporary art after World War II, starting with Abstract Expressionism. Considers the major styles, works, and artists, investigating numerous forms of European and American contemporary art, and their attendant criticism, in a broad contextual framework. Among the movements studied are: Pop Art, Minimalism, New Realism, Postmodernism, Conceptualism, Neo-Expressionism, Graffiti, Photorealism, Earth Works, and Performance Art. Fulfills the Aesthetics Perspective of the General Education requirements. (Semester varies)

VM 214
History of Non-Western Art I: Asia and the Mideast
4 credits

Examines styles of and critical approaches to East, South, and Southeast Asian art, including China, Japan, India, and the arts of the Mideast, especially those of Islam. Artworks and artists presented with concern for respective cultural traditions and diverse perspectives, considering how indigenous philosophical and spiritual beliefs, and sociocultural and political structures, inform the artworks. Fulfills the Aesthetics Perspective and Global Diversity requirements. (Semester varies)

VM 215
History of Non-Western Art II: Africa, the Pacific, and the Americas
4 credits

Examines the artistic styles of Africa (including the Diaspora), Islam, Pacific cultures, and the Americas (Mesoamerica, South, Central, and indigenous North America). Artworks are contextualized through their indigenous traditions, as well as a diversity of critical perspectives. Considers how respective philosophical and spiritual beliefs, and sociocultural and political structures, inform the artworks. Fulfills the Aesthetics Perspective and Global Diversity requirements. (Semester varies)

VM 218
The Artist and the Making of Meaning
4 credits

Introduction to semiotics and structuralism as they apply to the relation between art and language. Offers the student a systematic approach to thinking critically and creatively about art, particularly in the late 20th and early 21st century. Fulfills the Aesthetics Perspective of the General Education requirements. (Semester varies)

VM 220
Writing the Short Subject
4 credits

Study of the writing of the short subject within the genres of fiction, nonfiction, and experimental concepts and scripts (including animation). Scripts range from 3 to 15 minutes and are suitable for production within the budget and time constraints of an Emerson College class. Students will complete comprehensive revisions of their work. Prerequisites: VM 101 and VM 120.

VM 221
Writing the Feature Film
4 credits

Examines the fundamentals of writing for narrative feature-length film. Investigates structure, character, scene writing, and dialogue, taking students from ideation through to the development of a detailed outline. Prerequisites: VM 101 and VM 120.

VM 222
Writing for Television
4 credits

Examines writing for television in a variety of formats, with a predominant emphasis on situation comedies and drama. The elements of each genre will be analyzed, challenging students to find their own unique "voice," and new and innovative ways to write stories within established formats. Each student will complete a professional first draft of either a sitcom or drama, or the first 30 pages of a made-for-TV movie. Prerequisites: VM 101 and VM 120.

VM 230
Introduction to Film Production
4 credits

Introduces the basics of non-synchronous 16mm filmmaking, including camera operation, principles of cinematography and lighting for black-and-white film, non-sync sound recording and transfers, and picture and sound editing. Prerequisites: VM 101 and VM 120.

VM 231
Intermediate Film Production
4 credits

Introduces the technical, conceptual, and procedural skills necessary to successfully complete a short double-system sync-sound 16mm film, including pre-production, production, and post-production procedures and techniques. Prerequisite: VM 230.

VM 240
Introduction to Video Field Production
4 credits

Introduces single-camera video production. Students learn the equipment and techniques used in single-camera field production and post-production, writing, and producing a variety of projects, edited in digital non-linear mode. Prerequisites: VM 101 and VM 120.

VM 241
Introduction to Studio TV Production
4 credits

Introduces studio television practice. Students learn the principles of pre-production, production, and post-production for the studio as well as control room procedures. Students prepare their own multi-camera, live-on-tape studio productions. Prerequisites: VM 101 and VM 120.

VM 250
Introduction to Sound Principles and Audio Production
4 credits

Introduces audio physics, sound principles, and the theory and practice of audio recording and mixing. Emphasis is on concept development for sound production, signal routing and the mixer console, analog and digital audio recording, and editing techniques. Prerequisites: VM 101 and VM 120.

VM 251
Audio Field Recording
4 credits

Intensive study in the theory and practice of field/location and studio audio recording for film, video, and television. Covers techniques in the use of field/studio recorders and mixers, microphones, boom poles, and shot blocking. Also covers tape-based and hard-disk digital recorders, and time-code synchronization management. Prerequisite: VM 250. (Semester varies)

VM 260
Introduction to Digital Media Production
4 credits

Introduces the theory and practice of digital media production. Stresses the conceptual, aesthetic, and technical concerns of digital media, emphasizing familiarity and creativity with the material, including web design and development, animation, interactivity, graphics and imaging, as well as project management, interface design, and user experience. Prerequisites: VM 101 and VM 120.

VM 261
Computer Animation
4 credits

The first course of a two-course sequence, introducing students to the fundamentals of three-dimensional modeling and animation, and preparing them for the second course, VM 363 Advanced Computer Animation. Students learn to model, texture objects, compose and light scenes, animate, and add dynamics, as well as to render their animations into movies and to compositing movies, audio, titles, and credits in post-production. Prerequisites: VM 101 and VM 120.

VM 262
Drawing
4 credits

Introduces basic techniques in drawing, exploring the use of line and image in contemporary art. The language of drawing in contemporary art and architecture will inform the practice of drawing.

VM 263
Drawing for Time-Based Media
4 credits

Imparts key drawing skills required in pre-visualization, concept art creation, set design, storyboarding, two-dimensional media production, and post-production. Develops students' abilities to think spatially, whether constructing a plan for a set or depicting a character in action. Also focuses on anatomy, locomotion, and communication possibilities of the human form. Prerequisites: VM 101 and VM 120.

VM 265
Introduction to Photography
4 credits

Introduces the fundamentals of black-and-white photography, including camera controls, film development, printing, and photo finishing. Critiques of student work will develop "the critical eye." Students must have the use of a camera with adjustable speed and aperture.

VM 320
Feature Writing Workshop
4 credits

Working from detailed outlines developed in VM 221 Writing the Feature Film, students complete a first draft of a feature-length screenplay. Students read each other's work, write a critical analysis of each segment, and engage in discussion of aesthetics, craft, and form. Prerequisite: VM 221.

VM 322
Comedy Writing for Television
4 credits

Examines writing television comedy with an emphasis on sitcoms. Areas of study also include sketch writing and writing for late-night TV. Also covered are a history of sitcoms, how to write physical comedy, how to write for existing shows and characters, sitcom structure, format, and joke writing. Each student writes a script for an existing sitcom. Prerequisite: VM 222. (Spring semester)

VM 332
Production Management
4 credits

Introduces the budgeting and logistical organization of film and television productions, reviewing the roles of Associate Producer, Production Unit Manager, First Assistant, Second Assistant Location Manager, and other members of the producer's and director's teams. Prerequisite: VM 230 or VM 240. (Semester varies)

VM 335
Alternative Production Techniques for Filmmaking
4 credits

Intermediate-level 16mm production workshop in the use of unorthodox, non-computer-driven methods and processes for developing and producing motion pictures. Provides an overview of historic methods of formal exploration of the basic materials of film as a projection medium, including camera-less filmmaking, direct animation, and loop projections, as well as alternative mechanical processes such as xerography, hand process, and alternative camera tools and techniques. Primary emphasis is on creative invention and exploration. Prerequisite: VM 231 or VM 240. (Semester varies)

VM 337
The Emerson Channel
1 non-tuition credit

Television production experience through studio and field crew assignments, as well as experience in broadcast operations and promotions. Instructor awards credit after term-end evaluation. May be repeated for up to 4 credits for any combination of other 300-level non-tuition credit courses. Offered Pass/Fail and does not count toward the Visual and Media Arts major. Prerequisite: permission of the instructor.

VM 338
Performance for Television
4 credits
Introduces performance as an expression of personality and production. "On camera" assignments include public service announcements, editorials, interviews, commercials, and other forms of studio presentation. Students also receive instruction in basic studio operations. Prerequisite: VM 230 or VM 240 or VM 241 or VM 250.

VM 339
Performance for Radio
4 credits
Combines effective performance and the training of the critical ear, with emphasis on the structure and delivery of messages for auditory media. Students work in various formats, including narrative, interview, news, music, and creative copy for performance. Prerequisite: VM 250.

VM 340
Spec
1 non-tuition credit
Student screenwriting group offers weekly writing workshops for members and nonmembers, holds annual short script competition, and hosts guest speakers. Instructor awards credit after term-end evaluation. May be repeated for up to 4 credits for any combination of other 300-level non-tuition credit course. Offered Pass/Fail and does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

VM 341
Emerson Records
1 non-tuition credit
Student-operated record label involves hands-on experience in the various disciplines of the recording industry, including production, engineering, marketing, public relations, business management, and graphic design. Instructor awards credit at term-end evaluation. May be repeated for up to 4 credits for any combination of other 300-level non-tuition credit courses. Course is offered Pass/Fail and does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

VM 342
Frames Per Second
1 non-tuition credit
Student-operated film group produces films, hosts speakers, and offers workshops and other activities. Instructor awards credit after term-end evaluation. May be repeated for up to 4 credits for any combination of other 300-level non-tuition credit courses. Course is offered Pass/Fail and does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

VM 343
WERS (FM)/WECB (AM)
1 non-tuition credit
Specified assignments in the College radio stations. The instructor awards credit after term-end evaluation. May be repeated for up to 4 credits for any combination of other 300-level non-tuition credit courses. Course is offered Pass/Fail and does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

VM 344
National Broadcasting Society/AERho
1 non-tuition credit
National organization bridging the gap between student and professional, supporting student work in all areas of television, radio, and film. AERho is the Honors Level of NBS, available to seniors with a high grade point average. Instructor awards credit after term-end evaluation. May be repeated for up to 4 credits for any combination of other 300-level non-tuition credit courses. Course is offered Pass/Fail and does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

VM 345
Film Arts Society
1 non-tuition credit
Student publication *Latent Image* and the cinematheque Films from the Margin. The instructor awards credit after term-end evaluation. May be repeated for up to 4 credits for any combination of other 300-level non-tuition credit courses. Course is offered Pass/Fail and does not count toward the

Visual and Media Arts major. Prerequisite: permission of instructor.

VM 346
Women in Motion
1 non-tuition credit
Student-operated film production group with an emphasis on activities and creative work related to women. The instructor awards credit after term-end evaluation. May be repeated for up to 4 credits for any combination of other 300-level non-tuition credit courses. Course is offered Pass/Fail and does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

VM 347
Emerson Independent Video
1 non-tuition credit
Modeled on a professional television station, students learn all aspects of television production ranging from concept development to post-production. Instructor awards credit after term-end evaluation. May be repeated for up to 4 credits for any combination of other 300-level non-tuition credit courses. Course is offered Pass/Fail and does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

VM 348
EVVYs
1 non-tuition credit
Preparation and staging of Emerson's annual awards show in conjunction with other end-of-year events and presentations. Instructor awards credit after term-end evaluation. May be repeated for up to 4 credits for any combination of other 300-level non-tuition credit courses. Course is offered Pass/Fail and does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

VM 349
Developed Images
1 non-tuition credit
Student-organized and -produced photography magazine. Work is submitted, reviewed, and selected by students for annual publication. Instructor awards credit after term-end evaluation. May be repeated for up to 4 credits for any combination of other 300-level non-tuition credit courses. Course is offered Pass/Fail and does not count toward the Visual and Media Arts major. Prerequisite: permission of instructor.

VM 350
Sound Design
4 credits
Introduces the art of inventing sounds and composing soundtracks for visual media such as film, video, computer animation, and websites. Focus is on audio post-production and the roles of the supervising sound editor and the sound designer. Post-production techniques include sound recording, sound editing, and sound mixing in stereo and surround sound. Prerequisite: VM 250.

VM 351
Audio for New Media
4 credits
Focuses on the creative possibilities of sound in a variety of digital media environments. Topics include MIDI control, digital sound synthesis, data compression, and real-time control of sound within applications such as Flash, MAX/MSP/Jitters, and CSound. Prerequisite: VM 250. (Semester varies)

VM 352
Studio Recording
4 credits
Explores the principal tools of the professional audio production studio and how they can be used for creative productions. Includes instruction in multi-track recording and sound processing equipment. Prerequisite: VM 250.

VM 355
Radio Programming
4 credits
Focuses on programming a radio station in today's competitive media environment. Topics include basic principles of radio programming, positioning against the competition, selecting and leading an air staff, music, news, and talk programming. Prerequisite: VM 250. (Fall semester)

VM 356
Marketing and Promotion for Radio and Audio
4 credits

Explores the techniques, methods, goals, and ethics of successful promotions, including the components of an effective promotions team. Includes the planning, coordination, and implementation of a promotion campaign. Prerequisite: VM 250. (Spring semester)

VM 360
Film Animation
4 credits

Introduction to film animation in which short animated exercises and individual sequences are located within a survey of animation as an art form and a commercial product. Students employ a range of media, exploring and developing ideas and skills in producing 16mm animated sequences, culminating in a final project. Prerequisite: VM 230 or VM 261. (Semester varies)

VM 362
Motion Graphics
4 credits

The practice and art of motion graphics and visual effects, including the design process, artistic concepts, and technologies. Production techniques range from title sequences for film, to compositing of real and virtual worlds and a myriad of digital time-based art forms. Students make a series of projects using post-production and compositing software. Prerequisite: VM 230 or VM 240 or VM 241 or VM 250 or VM 260.

VM 363
Advanced Computer Animation
4 credits

The second course in the two-course computer animation sequence, introducing students to advanced three-dimensional modeling and animation techniques and preparing them for independent computer animation production work. Continues to develop skills acquired in computer animation, including modeling, texturing objects, composing and lighting scenes, animating, dynamics, rendering, and post-production compositing. Prerequisite: VM 261. (Spring semester)

VM 365
Intermediate Photography
4 credits

Intermediate course in black-and-white photography designed to present a variety of "ways of seeing" by examining frame, tone, point of view, scale, time, and sequence. The student must have access to a camera with adjustable speed and aperture. Prerequisite: VM 265.

VM 366
Digital Imaging for Photographers
4 credits

Provides a basic introduction to the elements of electronic, digitally realized, and manipulated photography. Students learn computer-related input and output devices for photographic imaging, and create work produced on the page as well as on the screen. Addresses the need to understand the potential for the computer manipulation of photo-real images in design and illustration, as well as the introduction of the computer as a tool within the context of traditional camera and darkroom photography. Prerequisite: VM 265. (Semester varies)

VM 367
Digital Imaging: Color
4 credits

Explores digital color photography and printing in developing two semester-long projects: a color inkjet book and large-scale prints. Discussion of color theory from pigment and silver subtractive color to digital additive color space as well as monitor and projectors. Lens-based color imaging is explored in order to learn about color and paper profiling scanning, digital cameras, and the technology and differences between various input and output equipment. Prerequisite: VM 366. (Semester varies)

VM 370
Business Concepts for Modern Media
4 credits

Focuses on strategic thinking, planning, organization, and implementation of media projects from conception (pre-production) through release/ distribution/exhibition (theatrical, non-theatrical, digital, web). Includes acquiring fundamental skills and a working knowledge of business math, business plans, intellectual property and copyright basics, grant writing and resources, and current trends in advertising, marketing, and press package materials. Prerequisite: VM 230 or VM 240 or VM 241 or VM 250 or VM 260.

VM 372
Directing Image and Sound
4 credits

Examines a director's preparation in detail, with particular emphasis on forming creative approaches to the script, as well as image and sound design. Production and post-production strategies are also addressed. Prerequisite: VM 230 or VM 240. (Semester varies)

VM 373
Directing Actors for the Screen
4 credits

Develops skills in directing actors in dramatic performances for the screen. Students are taken step by step through the directing process with a particular emphasis on research and visualization, as they learn how to plan and direct narrative sequences. Prerequisite: VM 230 or VM 240 or VM 241.

VM 375
Interactive Media
4 credits

Exploration of interactive media, including consideration of conceptual, aesthetic, and technical concerns. Technologies covered include interactive web elements, databases, DVD/CD-ROM production, and an introduction to programming. Prerequisite: VM 260.

VM 376
Editing for Film and Video
4 credits

Furthers understanding of and ability to work with medium- to long-format post-production processes through editing assignments in film and video, along with critical examination of completed motion pictures. Prerequisite: VM 230 or VM 240 or VM 241.

VM 377
Documentary Production Workshop
4 credits

Develops skills necessary to produce documentary productions in video or film. Covers production processes from story development through all the production phases. Practical considerations of production are balanced with theoretical debates on the legal and ethical responsibilities of those who document others. Prerequisite: VM 230 or VM 240. (Spring semester)

VM 378
Basic Cinematography and Videography
4 credits

Introduces basic elements of the aesthetics, technology, and craft of cinematography and videography. Students gain a working knowledge of 16mm and digital video cameras, as well as basic lighting design and equipment, with an emphasis on crew relations and organization. Includes a comprehensive exploration of the work of significant cinematographers. Prerequisite: VM 230 or VM 240.

VM 400
Topics in Visual and Media Arts: Studies
4 credits

Explores various aspects of visual and media arts history, theory, and criticism. May be repeated for credit if topics differ. Prerequisites: VM 200 and junior standing.

VM 402
Seminar in Media Arts Topics
4 credits

Examines various topics in media arts in seminar format, with emphasis on students' oral and written presentation of material. May be repeated for credit if topics differ. Prerequisites: VM 200 and senior standing.

VM 403
Studies in Digital Media and Culture
4 credits
Examines the dramatic shift in meaning and processes of contemporary communication by investigating the social, artistic, economic, and political implications of using digital ways of working. Topics include the Internet and the web, cyberspace and censorship, games, digital film and video, multimedia and interactivity, virtual reality, person-machine interfaces, and globalization considerations. Prerequisite: VM 200.

VM 409
Seminar in Western Art
4 credits
Provides a study in a selected area of art and art history with emphasis on the development of analytical and theoretical approaches to the understanding of works of art. Presentation of independent research and participation in the evaluation of the research work of seminar members is expected. Fulfills the Aesthetics Perspective of the General Education requirements. May be repeated for credit if topics differ. Prerequisite: junior standing.

VM 410
Seminar in Non-Western Art
4 credits
Provides a focused study on a particular culture or issue germane to history and/or criticism of non-Western art. Emphasizes a diversity of perspectives, paying careful attention to frame investigations within the artistic, sociocultural, political, philosophical, and spiritual contexts indigenous to the respective culture(s) being studied. Fulfills the Aesthetics Perspective and Global Diversity requirements. May be repeated for credit if topics differ. Prerequisite: junior standing. (Semester varies)

VM 411
History of Documentary
4 credits
Examines the history and theory of documentary media production, with attention to the economic, technological, ethical, and aesthetic concerns of documentarians. Prerequisite: VM 200. (Fall semester)

VM 412
American Film Comedy
4 credits
Historical approach to the development of American film comedy, exploring theories of comedy and their value to the critical interpretation of comic films. Also considers the varying ways spectators are addressed, and the impact of performers and directors on various comedy styles. Prerequisite: VM 200. (Semester varies)

VM 413
Postmodernism and the Media
4 credits
Investigation of postmodern theory, beginning with historical analysis of modernism and the emergence of postmodernism, exploring approaches to and influences on postmodernist notions about history, power, and aesthetics; subjectivity and identity; and ethnicity, gender, and sexuality. Prerequisite: VM 200. (Semester varies)

VM 414
Radio Studies
4 credits
Surveys the history and theory of radio with an emphasis on the exploration of radio as an evolving creative medium. Prerequisite: VM 200. (Semester varies)

VM 417
Communication Ethics
4 credits
Provides a study of the philosophical roots and modern applications of moral reasoning in various communication media, including print, digital, television and video, photography, film, radio, speech,

and telecommunications. Includes topics such as confidentiality, privacy, deception, free speech, obscenity, justice, equality, defamation of reputation, abuse of power, digital manipulation, fairness, truth in advertising, and conflict of interest. Prerequisite: VM 200. (Semester varies)

VM 418
Transnational Asian Cinemas
4 credits

Asian "national" cinemas are examined and problematized in the contexts of media and economic globalization, including: the politics of transnational film practices; issues surrounding filmic representation and diasporic identities; the construction and negotiation of national, gender, and genre differences; local-regional-global dynamics; and questions of the postcolonial in Asian contexts. Fulfills the General Education Global Diversity requirement. Prerequisite: VM 200. (Semester varies)

VM 420
Topics in Media Arts: Practice
4 credits

Explores various aspects of media arts practice. May be repeated for credit if topics differ. Prerequisite: varies depending on course topic. (Semester varies)

VM 422
Writing Primetime Drama
4 credits

Examines writing for primetime television drama, including study of the history of television drama and the difference between plot-driven dramas and character-driven dramas, writing effective protagonists and antagonists, and writing for existing dramas and characters. Students write a script for an existing primetime television drama that will be workshopped in class. Prerequisite: VM 222. (Semester varies)

VM 423
Writing Television Pilots
4 credits

Examines how to create a television series, including creating an original premise and writing convincing, multi-dimensional characters, and intriguing, character-specific dialogue. Students write an entire television pilot script to be workshopped in class, along with a 22-week episode guide that includes character and story arcs. Prerequisite: VM 222. (Semester varies)

VM 424
Interactive Storytelling
4 credits

Explores recent developments in interactive digital narratives, performances, documentaries, ethnographic studies, games, and installations. Students produce one interactive project during the semester. Prerequisite: VM 220 or VM 221 or VM 222. (Semester varies)

VM 425
Scene Study Workshop
4 credits

Designed to further hone the craft of screenwriting by learning to write scenes for narrative film/video. Focuses on character actions and reactions, dialogue, and rhythm, including the study of monologues, master scenes, comic scenes, and action scenes. Prerequisite: VM 320 or VM 422 or VM 423. (Semester varies)

VM 426
Topics in Screenplay Genres
4 credits

Study of a given genre from the perspective of the screenwriter. Students write an original outline for a feature film as well as the first act of a feature in the specific genre. Honing critical skills, students engage in analytical and aesthetic discourse about their own work, as well as material written by others. May be repeated for credit if topics differ. Prerequisite: VM 320. (Semester varies)

VM 427
Writing the Adaptation
4 credits

Focuses on the process of analyzing material from another medium (e.g., novels, plays, comic books) and translating into a screenplay. Students write one original first act of a public domain property, as well as one analytical paper. Prerequisites: VM 221 and junior standing. (Semester varies)

VM 432
Alternative Production Techniques for Motion Pictures
4 credits

An intermediate-level 16mm film production workshop in the use of unorthodox, non-computer-driven methods and processes for developing and producing motion pictures. Includes a historical overview of film as a projection medium including camera-less filmmaking, direct animation, loop projections, as well as alternative mechanical processes such as xerography, hand process, and alternative camera tools and techniques, the primary emphasis is on creative invention and exploration. Prerequisite: VM 231 or VM 240.

VM 440
Advanced Studio Production: Fiction
4 credits

Provides the opportunity for specialized work in fiction television genres that include a studio component, such as drama series, soap operas, and situation comedies. Students create projects and produce, direct, light, and crew them. Prerequisite: VM 241. (Fall semester)

VM 441
Advanced Studio Production: Nonfiction
4 credits

Provides the opportunity for specialized work in nonfiction multi-camera television genres, including talk shows, live performance, and public affairs programming. Emphasis is on designing, producing, directing, lighting, and studio crewing. Prerequisite: VM 241. (Spring semester)

VM 445
Advanced Video Production Workshop
4 credits

Explores the technical skills and the conceptual framework of production activities such as camerawork, lighting, audio acquisition, and production design. Exercises offer opportunities to put theory into practice, as well as refine and extend practical skills. Prerequisite: VM 240. (Semester varies)

VM 450
Advanced Sound Design
4 credits

Advanced studies in audio post-production, with emphasis on expanding students' conceptual framework and refining creative audio post-production skills in surround sound mixing and applications in film, video, and digital media. Prerequisite: VM 350. (Semester varies)

VM 452
Art of Noise
4 credits

Explores the concept of the "avant-garde" not as a fading modernist construct, but as a creative tool in contemporary sound art practice. Through examination and modeling of both familiar and obscure works, students cultivate novel strains in their creative voices. Investigates issues related to process (indeterminacy, defamiliarization, stochastic methods, and phase shift) as well as the social aspects of outsider art, subversion, and provocation. Prerequisite: VM 250. (Semester varies)

VM 455
Radio Workshop
4 credits

Focuses on producing creative commercial, noncommercial, and experimental radio projects. Students investigate radio as a confluence of contemporary art and emerging technology. Prerequisite: VM 250. (Semester varies)

VM 463
Graphic Design for Digital Media
4 credits

Explores the fundamentals and aesthetic considerations of design composition (text, image, graphics, motion) and production for digital media. Students conduct studies of and complete exercises in design and layout for the screen; visual communication of ideas and concepts in a non-textual context; screen elements for digital media art, such as buttons, type, color, and virtual environments; file formats; and digital media considerations and information flow/sequencing and design. Prerequisite: VM 260. (Semester varies)

VM 464
Programming for Digital Media
4 credits

Instruction in intermediate- to advanced-level programming for digital media productions in their respective authoring languages. Prerequisite: VM 260. (Semester varies)

VM 465
Documentary Photography
4 credits

Provides the foundation for an intense photographic investigation of an issue—cultural, political, ideological, or personal. Develops greater competence in negative making and black-and-white printing, with emphasis on strongly informative images. Assignments require the student to discover narrative possibilities while creating strong individual images. The course's technical components are supplemented by considerations of the history of documentary photography. Prerequisite: VM 365. (Spring semester)

VM 476
Editing for Advanced Film and Video Projects
4 credits

Advanced-level 16mm film and video post-production workshop designed to assist in the editing and completion of students' advanced-level projects. Technical procedures as well as aesthetic and conceptual issues endemic to post-production of motion picture projects are examined with an eye to their practical application to students' work on their projects. Prerequisite: VM 376. (Spring semester)

VM 490
BFA Production Workshop
8 credits (4 per semester)

Provides the means for students to produce portfolio work. BFA students are required to take two consecutive semesters of the workshop, 4 credits per semester. Work may be produced in teams, partnerships, or individually. Projects must be proposed in the semester preceding the semester in which the work is to be produced (see section on BFA requirements above). Students may also apply to serve as non-BFA participants for a single semester and for 4 credits only, serving as crew members or staff on another student's project. Prerequisites: Completion of one specialization-level production course, and approval by the faculty BFA committee based on application.

VM 491
BA Production Workshop
4 credits

Provides opportunity for BA students to produce portfolio work. Work may be in teams, partnerships, or individually. Students must submit a formal project proposal by the designated deadline the preceding semester. Students seeking to serve as crew members or staff on another student's project must also submit an application for admission to the course instructor by the designated deadline. Prerequisites: Completion of one specialization-level production course, and approval by faculty committee based on application.

VM 492
Photo Practicum
4 credits

Designed to integrate, enrich, and solidify a student's photographic skills building on past productions. Emphasis is placed on developing a portfolio representative of a personal vision. Prerequisite: VM 365.

VM 497
Directed Project
2 to 4 credits
Special learning opportunities designed for a student to work with a faculty member on a creative project not available through existing courses. The College cannot guarantee logistical support for such projects, and equipment and facilities may need to be procured at student's expense. No more than 8 credits of any combination of directed projects (VM 497), directed studies (VM 498), and internship (VM 499) may be counted toward the major. Prerequisites: 3.0 GPA and permission of instructor and department chair.

VM 498
Directed Study
2 to 4 credits
Special learning opportunities designed for a student to work with a faculty member on a scholarly project not realizable through existing courses. No more than 8 credits of any combination of directed projects (VM 497), directed studies (VM 498), and internship (VM 499) may be counted toward the major. Prerequisites: VM 200 and a 3.0 GPA. The supervising faculty member and the department chair must approve proposals prior to the examination period of the preceding semester.

VM 499
Internship
4 or 8 credits
Students work in organizations such as a film and video production company, sound lab, broadcast station, or in educational or corporate media under the direct supervision of an approved full-time employee and an assigned faculty member. No more than 8 credits of any combination of directed projects (VM 497), directed studies (VM 498), and internship (VM 499) may be counted toward the major. No more than 4 credits of internship may be counted toward the major. Prerequisites: junior standing, completion of appropriate 200-level production course(s), a grade point average of 2.7 or above, and permission of instructor. A 4 credit internship requires 16 hours a week over a 12-week period and an 8-credit internship requires 32 hours over a 12-week period. No more than 8 credits of internship and no more than 12 credits of any combination of internship, directed project, and directed study may be applied to the total graduation requirements. Students must participate in the Internship Experience Workshop offered through Career Services, prior to the start of the internship, and should consult the Academic Calendar for registration deadlines. Students who wish to participate in an internship in the Los Angeles, California, area must be enrolled in the Emerson Los Angeles Program.

Courses at the 500-level may not be taken by any student who is not a senior at the time the course is offered. Admission to all 500-level courses, unless otherwise noted, requires the student to have completed at least 16 credit hours in Visual and Media Arts. Additional prerequisites are listed below for specific courses.

VM 500
Topics in Visual and Media Arts: Studies
4 credits
Explores various aspects of visual and media arts history, theory, and criticism. May be repeated for credit if topics differ. Prerequisite: VM 200.

VM 502
History of Experimental/Avant-Garde
4 credits
Examines the history of experimental and avant-garde media and their significant intellectual, political, and formal challenges to dominant Hollywood cinema. Prerequisite: VM 200. (Semester varies)

VM 503
Aesthetics and History of the New Media
4 credits
Investigates the past 40 years of new media. Topics and fields of study include photography, experimental and video art, installation and interactive projects, Internet projects, implications of

working in digital media, connections to other 20th-century media, and review of the recent criticism in the field. Prerequisite: VM 200. (Fall semester)

VM 506
Film and Television Genres
4 credits

Explores the practice of genre criticism in film and television through the examination of one or more film and television genres (e.g., the western, science fiction, or domestic melodrama and soap operas). Employing the principles of genre criticism, students investigate the historical development of a genre in film and television series. Prerequisite: VM 200. (Semester varies)

VM 507
Cheap Thrills: The Politics and Poetics of Low Culture
4 credits

Surveys the history of "low culture" in the United States with a focus on film. The unique aesthetics of B movies and exploitation films are examined in light of their intersection with sideshow, burlesque, comic books, and other forms. Theories of culture and formation of taste, issues of censorship, and fandom are explored to uncover the social and political implications of producing and consuming low culture. Prerequisite: VM 200. (Semester varies)

VM 509
Post-Colonial Film
4 credits

Investigates the historical, socioeconomic, and ideological contexts of film production, distribution, and exhibition of post-colonial films that explore and challenge Hollywood and Western notions of identity, narrative, history, and oral traditions. Cinemas considered include those from Africa, the Caribbean, Latin America, the United Kingdom, and the United States. Fulfills the General Education Global Diversity requirement. Prerequisite: VM 200. (Semester varies)

VM 511
Black American Independent Cinema I
4 credits

Examines the depiction by and of African Americans in cinema through the 1950s. Special emphasis on the historical, cultural, political, social, and economic influences that have shaped and/or determined the cinematic depictions about and by African Americans. Students emerge from the class with a richly contextualized understanding of the representation of African Americans. Fulfills the General Education U.S. Diversity requirement. Prerequisite: VM 200. (Semester varies)

VM 512
Black American Independent Cinema II
4 credits

Examines the depiction by and of African Americans, beginning with "blaxploitation" films of the 1970s, the concomitant impact of racial turbulence, and the emergence of a new African-American independent filmmaking tradition. Landmark films and filmmakers whose work explores and challenges Hollywood and Western notions of identity, narrative, history, and oral traditions will be presented, including works by women, the "L.A. Rebellion" filmmakers, and contemporary Hollywood productions about and/or by African Americans. Fulfills the General Education U.S. Diversity requirement. Prerequisite: VM 200. (Semester varies)

VM 513
Children's Media
4 credits

Investigates the content and production approaches of major children's media programming in the context of child development theories. Students study theory and conduct research on media's impact on children's behavior, including impacts of television, music, and computers. Prerequisite: VM 200. (Semester varies)

VM 519
Communication Ethics and Cultural Diversity
4 credits

Inspects ethical issues, including racial and ethnic prejudice, discrimination, and stereotyping, from a philosophical and case study approach. Topics such as privacy, piracy, censorship, offensiveness, deception, ethnocentricity, pornography, racism, confidentiality, fairness, and hate speech are investigated in a variety of communication media—computer technology, photography, video, speech, audio, film, and print—both in international and U.S. domains. Prerequisite: VM 200. Fulfills the General Education U.S. Diversity requirement. (Semester varies)

VM 520
Topics in Visual and Media Arts: Practice
4 credits

Explores various aspects of visual and media arts practice. May be repeated for credit if topics differ. Prerequisite: varies with course topic. (Semester varies)

VM 545
Producing for Television and Non-Broadcast Media
4 credits

Through lecture and hands-on projects, students learn the organizational and creative skills of producing in the studio and in the field. Topics include program development, pitching, budgeting, hiring, scheduling, and coordinating the production and program evaluation. Prerequisites: VM 240 and VM 241.

VM 552
Advanced Studio Recording
4 credits

Explores the theoretical and technical applications of multi-effects signal processing, advanced multitrack mixing, and MIDI sequencing. Students apply the semester's evolving topics to the production and development of one major creative project integrating musical and sound art composition elements of differing styles, lengths, and levels of complexity. Prerequisite: VM 352. (Semester varies)

VM 555
Recording Industry as a Business
4 credits

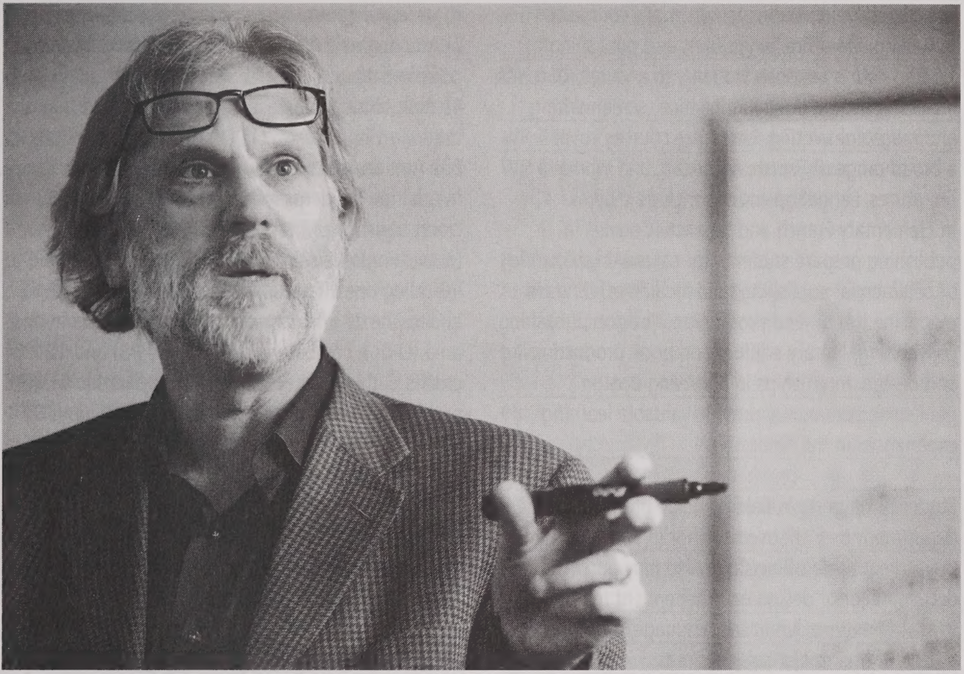
Explores the ways sound entertainment and information products are developed, produced, and marketed. Examines market analysis principles and legal requirements and structure, including licensing agreements, contracts, and copyright; along with the examination of revenue issues such as royalties, record sales, product endorsements; and cost-centered issues such as promotion, advertising, and touring. Prerequisites: VM 101 and VM 120. (Fall semester)

VM 578
Advanced Cinematography and Videography
4 credits

Advanced-level exploration of aesthetics, technology, and craft of cinematography and videography. Students gain a working knowledge of the advanced level of cameras in the department, and are expected to develop complex lighting and shot designs. Emphasis is on aesthetic use of the technical elements of motion picture acquisition. Includes significant collaboration with other courses in the curriculum including BFA and BA Production Workshop. Prerequisite: VM 378 (Semester varies)

School of the Arts

Department of Writing, Literature and Publishing



Professors Gonzalez, Henry, Medina, Painter, Schwartz, Skoyles, Tobin (Chair), Trimbur, and Yarbrough; Associate Professors Aaron, Diercks, Donoghue, Emblidge, Fast, Koundoura, Reiken, Seglin, Treadway, Walters, and Whynott; Assistant Professors Chang, Kamada, Marshall, and Yoshikawa; Distinguished Writers-in-Residence Flook, Livesey, and Mazur; Distinguished Publisher-in-Residence Randolph; Publisher/Writer-in-Residence Beuttler; Publisher/Editor-in-Residence Weaver; Publisher-in-Residence Lombardo; Electronic Publisher-in-Residence Rodzvilla; Writers-in-Residence Brooks, Casson, Haines, Hoffman, McLarin, Orem, and Papernick; Lecturers Himmer, Marko, Parfitt, and Strauss.

The Department of Writing, Literature and Publishing is dedicated to developing the skills of students who are training to become poets, writers of fiction and nonfiction, planning to enter the publishing industry, or preparing to go on to graduate level study. To that end it offers courses and workshops in each of these areas taught by published authors and experts in the field. It also offers courses in literature, French, and Spanish, designed to produce graduates whose specializations are enriched by a broad interdisciplinary understanding of the history of their chosen genres and what it means to write and communicate today in a global community. The Department is also dedicated to providing courses in expository writing that develop basic skills in writing and critical thinking for all students at the College.

Programs

The programs of the Department of Writing, Literature and Publishing are designed to prepare students for a wide range of professional careers and for personal creative development and fulfillment; they also have pre-professional value for those intending to pursue graduate education. Undergraduate students may pursue the BA or the BFA degrees with a major in WLP. Graduate students may pursue the MFA degree in Creative Writing or the MA degree in Publishing and Writing.

The Department's curriculum includes coursework in writing, literature, languages, and publishing. Writing courses expose students to a variety of forms, including fiction, poetry, nonfiction, screenwriting, and magazine writing. Literature courses cover a broad range of British, American, and world literatures. Language courses include studies in Elementary French and Spanish. Courses in publishing prepare students for careers in the world of commercial publishing, and include offerings in magazine design and production, desktop publishing, copyediting, literary editing, and book production and design. Internships in a thriving Boston publishing community provide valuable learning experiences in the field.

Students majoring in fields outside of the department may choose to minor in writing, literature, or publishing. They also may pursue a double major or design an independent major involving writing, literature, language, or publishing as one of their major subject areas.

Degree Requirements for Bachelor of Arts in Writing, Literature and Publishing

The undergraduate faculty of Writing, Literature and Publishing is committed to the following learning objectives for the BA in Writing, Literature and Publishing program:

1. Students will obtain and apply a knowledge of literary history and forms from a diversity of theoretical and cultural perspectives.
2. Students will read, think, and write critically in the methodologies of literary inquiry.
3. Students will acquire and implement skills in information literacy.
4. Students will acquire creative writing skills with the goal of developing individual works in one or more of the literary genres.

Students take courses in poetry, fiction, nonfiction, screenwriting, magazine writing and publishing, in addition to courses in literature that ground them in the English-language tradition and introduce them to other traditions. Students pursuing a Bachelor of Arts degree in Writing, Literature and Publishing complete 40 credit hours. Students must take one 4-credit writing course at the 200-level, and two of the following courses: LI 201 Literary Foundations, LI 202 American Literature, and LI 203 British Literature. In addition, students must complete a total of 28 credit hours of LI (literature), WR (writing), or PB (publishing) courses numbered 300 and above, including one Literature course numbered 400 and above. The 28 credits must include 16 credits in one area (LI or a combination of WR and PB) and 12 credits in the other area (LI or a combination of WR and PB). No more than 4 credits of internship (PB 499) may be used toward the 40 credits required for the BA degree.

Degree Requirements for Bachelor of Fine Arts in Writing, Literature and Publishing

The undergraduate faculty of Writing, Literature and Publishing is committed to the following learning objectives for the BFA in Writing, Literature and Publishing program:

1. Students will obtain and apply a knowledge of literary history and forms from a diversity of theoretical and cultural perspectives.
2. Students will read, think, and write critically in the methodologies of literary inquiry.
3. Students will acquire and implement skills in information literacy.
4. Students will develop and revise their writing with the goal of creating a body of original work in poetry, fiction, nonfiction or drama.

Students take introductory, intermediate, and advanced workshops in the above genres, and in literature. Students admitted to the Bachelor of Fine Arts program complete 56 credits in departmental offerings for the degree. Students enrolled in this program must take 8 credits from the following courses: LI 201 Literary Foundations, LI 202 American Literature, and LI 203 British Literature. In addition, students must complete at least 8 credits in writing courses at the 200-level, 8 credits in creative or magazine writing courses numbered 300 or above, 4 credits in creative or magazine writing numbered 400 or above, 8 credits in literature courses numbered 300 or above, and 4 credits in literature courses numbered 400 or above. Additionally, each student chooses electives that add an extra dimension to the student's development as a writer (12 credits of writing, literature, language, or publishing courses numbered 200 or above), and complete a 4-credit Senior Creative Thesis (WR 490) to demonstrate accomplishment in the art of writing.

In addition to their workshops at the 200, 300, and 400 level, BFA students interested in concentrating in a specific genre take a substantial number of literature and writing courses in that genre. Therefore, it is strongly advised that fiction students take LI 308 The Art of Fiction, as well as a choice of LI fiction-based courses selected from, but not limited to, those listed under the Fiction Minor. Nonfiction students should take LI 303 The Art of Nonfiction, as well as a choice of LI nonfiction-based courses such as those offered under LI 487 Topics in Nonfiction. Poetry students should take LI 307 The Art of Poetry, as well as a choice of poetry-based courses, particularly those listed under the Poetry Minor.

Minor Programs

All minors require four courses (16 credits) of related coursework, two of which must be taken at Emerson College. Where applicable, students may apply 4 credits from the General Education requirements toward a minor.

Writing Minor

At least 16 credit hours in a sequence of related writing courses approved by the department. This sequence includes four courses from the following:

WR 211, 212, 216	Introduction to Creative Writing
WR 311, 312, 313, 314, 315, 316	Intermediate Creative Writing
WR 405	Advanced Seminar Workshop in Poetry
WR 407	Advanced Seminar Workshop in Fiction
WR 415	Advanced Seminar Workshop in Nonfiction
WR 416	Advanced Topics in Writing
WR 440	Advanced Seminar Workshop in Screenwriting

Publishing Minor

At least 16 credit hours in a sequence of publishing courses that includes four courses from the following:

PB 207	Introduction to Magazine Writing
PB 302	Copyediting
PB 307	Intermediate Magazine Writing
PB 380	Magazine Publishing Overview
PB 383	Book Publishing Overview
PB 395	Desktop Publishing
PB 401	Advanced Seminar Workshop in Column Writing
PB 481	Book Design and Production
PB 482	Magazine Design and Production
PB 491	Topics in Publishing

Literature Minor

At least 16 credits in literature courses. No more than one course (4 credits) may be at the 200 level. The remaining 12 credits must be in courses numbered 300 or above. These courses should have a planned coherence; they may focus, for example, on a genre, tradition, or period.

Poetry Minor

At least 16 credits, including both literature and writing courses, devoted to poetry. The literature courses must be numbered 300 or above and selected from one of the following:

LI 305	Modern Poetry and After
LI 307	The Art of Poetry
LI 401	Topics in Poetry

The student may also substitute topics courses such as LI 421 when they explicitly focus on poetry. The writing courses must be numbered 200 or above, selected from the following:

WR 212	Introduction to Creative Writing (Poetry)
WR 312	Intermediate Creative Writing (Poetry)
WR 405	Advanced Seminar Workshop in Poetry

Fiction Minor
At least 16 credits, including both literature and writing courses, devoted to fiction. The literature courses must be numbered 300 or above; the writing courses must be numbered 200 or above. Selections may be made from, but are not limited to, the following:

LI 308	The Art of Fiction
LI 313	Novel into Film
LI 323	The American Short Story
LI 393	American Novel I
WR 211	Introduction to Creative Writing (Fiction)
WR 311	Intermediate Creative Writing (Fiction)
WR 407	Advanced Seminar Workshop in Fiction

Writing, Literature and Publishing Class Enrollment Policy

Any student enrolled in a course in the Writing, Literature and Publishing Department who does not attend class during the first four class hours, and who has not made prior arrangements with the instructor, may be dropped from the class, and that place may be taken by another student. This action takes place at the instructor's discretion regardless of prior registration of the student for the course in question. Students dropped from a class for this reason will be re-admitted only with the approval of the course instructor.

Writing, Literature and Publishing Workshop Policy

An undergraduate may take no more than two writing workshops in one semester, and they must be in different genres.

Literature Courses

LI 201
Literary Foundations
4 credits
Survey of foundational works of Western literature in poetry, nonfiction, fiction, and drama, designed to familiarize students with literary history as well as the history of our ideas of love, duty, the afterlife, virtue, and vice. Authors studied may include Homer, Sophocles, Plato, Virgil, Ovid, Dante, Boccaccio, the Beowulf poet, and Chaucer. Prerequisite: WR 121 or HS 101. Fulfills the Literary Perspective of the General Education requirements.

LI 202
American Literature
4 credits
Introduction to representative works of American literature in several genres from the colonial period to the modern by writers such as Bradstreet, Franklin, Hawthorne, Thoreau, Douglass, Melville, Dickinson, Whitman, Chopin, Twain, Crane, Hurston, Faulkner, Williams, and Moore. Prerequisite: WR 121 or HS 101. Fulfills the Literary Perspective of the General Education requirements.

LI 203
British Literature
4 credits
Historical overview of several genres of British Literature from the Renaissance to the 20th century, focusing on writers such as More, Spenser, Milton, Defoe, Bronte, Eliot, Joyce, and Beckett. Prerequisite: WR 121 or HS 101. Fulfills the Literary Perspective of the General Education requirements.

LI 204
Topics in Literature
4 credits

Courses focus on specific themes or topics, such as literature of the city, artists in literature, or coming of age. All topics include literature in at least three genres (selected from poetry, fiction, nonfiction, and drama). Fulfills the Literary Perspective of the General Education requirements. May be repeated for credit if topics differ.

LI 208
U.S. Multicultural Literatures
4 credits

Introduction to poetry, fiction, and other genres produced in the multicultural U.S.A. Explores ways writers from disparate communities use various literary forms to articulate resistance, community, and citizenship. Literary texts are situated in their historical contexts and examine the writing strategies of each author. Also includes essays, journalism, and films to learn how diverse cultural texts work to represent America. Fulfills the Literary Perspective of the General Education requirements and the U.S. Diversity requirement.

LI 209
Topics in U.S. Multicultural Literature
4 credits

Courses focus on literature produced by historically oppressed peoples in the United States and on specific themes or topics, such as slavery and freedom, American Indian multi-genre life-stories, or border identities. All topics include the study of literature in at least three genres (selected from poetry, fiction, nonfiction, and drama). Fulfills the Literary Perspective of the General Education requirements and the U.S. Diversity requirement. May be repeated for credit if topics differ.

LI 210
American Women Writers
4 credits

Examines fiction, poetry, and other genres by 19th- and 20th-century American women such as Jacobs, Dickinson, Chopin, Kingston, Welty, Rich, and Morrison. Fulfills the Literary Perspective of the General Education requirements and the U.S. Diversity requirement.

LI 211
Topics in Global Literature
4 credits

Courses focus on literature produced outside the United States in locations affected by imperial expansion. Specific themes or topics might include Literatures of the Asian Diaspora, Latin American Literature and Cinema, or Literature of Europe's Borders. All topics include literature in at least three genres (selected from poetry, fiction, nonfiction, and drama). Fulfills the Literary Perspective of the General Education requirements and the Global Diversity requirement. May be repeated for credit if topics differ.

Prerequisites for upper-level LI courses: For 300-level LI courses: at least one LI course numbered below 300. For WLP majors this must include at least one of the following: LI 201, LI 202, LI 203.

For 400-level LI courses: for all students, junior or senior standing and completion of at least one LI course numbered below 300, and at least one 300-level LI course. WLP majors must also have completed two of the following: LI 201, LI 202, LI 203.

LI 303
The Art of Nonfiction
4 credits

Examines a broad range of literary nonfiction works, present and past, paying particular attention to the craft within the nonfiction work but identifying relationships and similarities that literary nonfiction has with the novel and short story. Includes readings from such diverse forms as historical narrative, adventure travel and survival, memoir and the creative nonfiction essay, and other forms of factual writing artfully constructed. (Spring semester)

LI 305
Modern Poetry and After
4 credits

Explores modern and postmodern traditions of poetry in the works of such 20th-century poets as Eliot, Stevens, Auden, Moore, Lowell, Bishop, Plath, Larkin, Rich, Ashbery, and, in translation, Neruda, Rilke, Herbert, Kazuk, and Tsvetaeva. (Spring semester)

LI 306
Literatures of Continental Europe
4 credits

An exploration of seminal works in the European literary tradition, with a particular focus on close reading, textual and rhetorical analysis, and aesthetic criticism. The course may include works by Montaigne, Rousseau, Flaubert, Hölderlin, Novalis, Heine, Flaubert, Dostoyevsky, Baudelaire, Rimbaud, Proust, Rilke, Kafka, Borges, Bernhard, Bachmann, and Bernhard. Students will be asked to write short responses to each work and to be prepared to discuss their ideas in class. (Semester varies)

LI 307
The Art of Poetry
4 credits

Through reading and discussion of poems from different historical periods, students learn the technical aspects of poetry (such as meter, rhyme, and structure) and how poets use these techniques to create meanings and effects, giving students a critical vocabulary for reading and practicing poetry. For students who want to enhance their ability to discuss and write about poetry by learning the essentials of the poet's art. (Fall semester)

LI 308
The Art of Fiction
4 credits

Explores a broad range of short stories and novels by American and international authors. The course teaches students to look at fiction from the perspective of the writer's craft, and emphasizes such elements as structure, narrative, characterization, dialogue, and the differences between shorter and longer forms. Students gain an appreciation of the fiction writer's craft and an enhanced sense of the drama inherent in effective storytelling. (Fall semester)

LI 313
Novel into Film
4 credits

Study of the adaptation of novels into films, and the narrative conventions that govern each medium. Texts include the works of such writers as Kesey, Burgess, Kundera, Walker, Nabokov, and Puig; films include the work of directors such as Kubrick, Forman, Spielberg, and Babenco. (Fall semester)

LI 323
The American Short Story
4 credits

Acquaints students with the changing thematic and stylistic concerns of the American short story and develops students' critical writing and reading skills. May include authors such as Chopin, Poe, Parker, Hemingway, Faulkner, Stafford, Bambara, Paley, Ford, Oates, and Updike. (Spring semester)

LI 339
British Novel I
4 credits

Social and cultural analysis of the "rise" of the novel in England with representative works from the Restoration (1660) through the end of the 19th century. May include authors such as Behn, Defoe, Sterne, Richardson, Austen, Bronte, Shelley, Dickens, Eliot, and Hardy. (Fall semester)

LI 340
British Novel II
4 credits

Study of representative works of 20th-century British fiction. May cover Modernist authors from the first half of the century such as Forster, Joyce, Ford, Lawrence, Woolf, Waugh, O'Brien, Durrell, Greene, Beckett, Lessing, Murdoch, Golding, and Fowles; as well as more contemporary writers from England, Scotland, Wales, and Ireland such as McEwan, Barnes, Amis, Crace, Kelman, and Carter. (Spring semester)

LI 361
Native American Literature
4 credits
Study of works in several genres, including consideration of how traditional myth, story, and ritual contribute to contemporary fiction and poetry, and how the literature reflects and responds to historical and contemporary conditions. May include such authors as Silko, Momaday, Ortiz, Harjo, and Erdrich. Fulfills the General Education U.S. Multiculturalism requirement. (Spring semester)

LI 371
Shakespearean Tragedy
4 credits
Careful examination of selected tragedies from *Romeo and Juliet* to *Antony and Cleopatra*, emphasizing the development of the tragic form. (Fall semester)

LI 372
Shakespearean Comedy
4 credits
Detailed study of selected comedies from *A Midsummer Night's Dream* to *The Winter's Tale*, emphasizing Shakespeare's development of the comic form. (Spring semester)

LI 381
Global Literatures
4 credits
Survey of contemporary world literature written in English by writers from such places as India, Africa, the Caribbean, Australia, Canada, New Zealand, Pakistan, and Sri Lanka. Fulfills the General Education Global Diversity requirement. (Semester varies)

LI 382
African-American Literature
4 credits
Survey of African-American literature (prose, poetry, and drama) from Olaudah Equiano through Toni Morrison and examines African-American literature as part of the field of Diaspora studies. Also explores connections between African-American and Caribbean-American literatures conceived as literatures of the African Diaspora. Fulfills the General Education U.S. Diversity requirement. (Fall semester)

LI 385
American Drama
4 credits
Explores the development of American drama in the 20th century from O'Neill, Williams, and Miller to contemporary writers such as Shepard, Mamet, Rabe, and Henley. (Semester varies)

LI 393
American Novel I
4 credits
Study of representative American novels written before the 20th century, including works by such authors as Cooper, Hawthorne, Melville, Stowe, Twain, Chopin, Wharton, and James. (Fall semester)

LI 394
American Novel II
4 credits
Study of representative works of 20th-century American fiction. May cover authors from the first half of the century such as Anderson, Cather, Faulkner, James, Hemingway, Dreiser, Wright, Ellison, and Bellow; as well as more contemporary writers such as Roth, Coover, Nabokov, Morrison, DeLillo, Burroughs, Momaday, and Silko. (Spring semester)

LI 396
International Women Writers
4 credits
Exploration of works by contemporary international women writers within their social and political contexts. Readings include work by such writers as Nadine Gordimer, Jamaica Kincaid, Michelle Cliff, Mawal El Saadawi, Bessie Head, Luisa Valenzuela, and others. Fulfills the General Education Global Diversity requirement. (Spring semester)

LI 401
Topics in Poetry
4 credits

Special offerings in the study of prominent and emerging poets and schools of poetry. Emphasis on exploring the intersection between individual technique and aesthetic traditions, from the formal to the avant-garde to culturally and politically conscious expressions of the art. The course is principally concerned with poets writing in the English language, though important figures from other language traditions may be read in translation. May be repeated for credit if topics differ. (Semester varies)

LI 411
Topics in European Literature
4 credits

Special offerings in European Literature may include such topics as the Romantic Age, Russian Short Fiction, Absurd and Avant-Garde Theater, and the 19th-Century European Novel, or topics related to special interests and expertise of the faculty. May be repeated for credit if topics differ. (Semester varies)

LI 413
The Forms of Poetry: Theory and Practice
4 credits

Students study forms of poetry as used by historical and contemporary poets, and then write original poems in those forms (such as the sonnet, villanelle, haiku, sestina, syllabic, and renga), and genre forms (such as Surrealist, Expressionist, Anti-poem, Open Field, and Language poetry). (Spring semester)

LI 421
Topics in American Literature
4 credits

Special offerings in American Literature that concentrate on the study of particular authors, genres, or themes, or on topics related to the special interests and expertise of the faculty. May be repeated for credit if topics differ. (Semester varies)

LI 423
Topics in Global Literature
4 credits

Special offerings in Global Literature that include such topics as South Asian Fiction, Latin American Short Fiction, Post-Colonial Literature, and Magical Realism, or on topics related to the special interests and expertise of the faculty. Fulfills the General Education Global Diversity requirement. May be repeated for credit if topics differ. (Semester varies)

LI 436
Cultural Criticism
4 credits

Survey of the dominant theoretical approaches to the study of culture. The course traces their main arguments and helps students develop a sense of what it means to be a producer and a consumer of culture today. (Fall semester)

LI 481
Topics in African-American Literature
4 credits

Studies in traditions of African-American literature, such as the Harlem Renaissance, Depression Poets and Novelists, or Neo-slave Narratives. Courses may focus on Political Plays of the Sixties, The Blues as Poetry, Spirituals and Jazz as Literature, and include such authors as Wright, Petry, Baraka, Himes, Naylor, and Smith. Fulfills the General Education U.S. Diversity requirement. May be repeated for credit if topics differ. (Spring semester)

LI 482
Topics in Fiction
4 credits

Special offerings in the novel, novella, and other modes of short fiction from various periods. May be repeated for credit if topics differ. (Semester varies)

LI 487
Topics in Nonfiction
4 credits

Special offerings in autobiography, biography, travel writing, nature writing, and other belletristic work from various periods. May be repeated for credit if topics differ. (Semester varies)

LI 498
Directed Study
2 or 4 credits

Students are provided an opportunity to conduct research and to write in an area not covered in the regular curriculum. Prerequisites: senior standing, completion of a course offered on the subject or equivalent. Directed studies or projects may not duplicate existing courses. Proposals must be approved by the supervising faculty member and the department chair prior to the end of the examination period of the preceding semester. A student may not count more than 12 credits of any combination of directed study, directed project, and internship courses toward the total graduation requirements. A 3.0 GPA is required.

Writing and Publishing Courses

Prerequisite for all WR and PB 200-level courses: completion of WR 101 or HS 101.

WR 101
Introduction to College Writing
4 credits

Introduction to college writing focusing on cultural analysis that appears in academic work and in the public intellectual sphere. The course emphasizes how writers work with texts (including images, film, music, and other media) to develop writing projects. Through four main writing projects that concentrate on drafting, peer review, and revision, students learn to be constructive readers of each other's writing and to understand the rhetoric of intellectual inquiry.

WR 121
Research Writing
4 credits

Research-based writing course that explores how rhetorical situations call on writers to do research and how writers draw on various types of writing to present the results of their research. Through four main writing projects, students develop an understanding of the purposes and methods of research and a rhetorical awareness of how research-based writing tasks ask them to consider their relation to the issues they are researching and to their audiences. Prerequisite: WR 101.

PB 207
Introduction to Magazine Writing
4 credits

Introduction to writing for commercial markets. Students develop, research, and write nonfiction articles and learn where to market them. Course may be repeated once for credit and may be substituted for one 200-level WR (writing) workshop.

WR 211–216
Introduction to Creative Writing
4 credits

These courses focus on the basic vocabulary, techniques, and traditions in the chosen genre. All courses include the discussion of published work. Students practice their writing craft through exercises and other assignments, many of which will be shared with the class in an introductory workshop setting. These courses may be repeated once for credit.

- WR 211 Introduction to Creative Writing: Fiction
- WR 212 Introduction to Creative Writing: Poetry
- WR 216 Introduction to Creative Writing: Nonfiction

PB 302
Copyediting
4 credits

Practical course about the process of editing and preparing manuscripts for publication. Together with hands-on assignments, the course considers the relation of editor to author, the nature of copyediting in various publishing environments, and other topics.

PB 307
Intermediate Magazine Writing
4 credits

Course requires students to research and write an article or magazine feature. Students learn terms, concepts, and techniques to improve both writing and critical thinking. Prerequisite: PB 207. Course may be repeated once for credit and may be substituted for one 300-level WR (writing) workshop.

PB 310
Publication Practicum
1 non-tuition credit

The student works on one of Emerson's literary publications. May be repeated four terms for credit.

WR 311–316
Intermediate Creative Writing
4 credits

Original essays, poems, plays, and short stories are written and presented in class for criticism and discussion. Students will also read and discuss published work in the genre. Prerequisite: see below. These courses may be repeated once for credit.

- WR 311 Intermediate Creative Writing: Fiction (prerequisite: WR 211)
- WR 312 Intermediate Creative Writing: Poetry (prerequisite: WR 212)
- WR 313 Intermediate Creative Writing: Drama (prerequisite: WR 211)
- WR 314 Intermediate Creative Writing: Children's (prerequisite: WR 211)
- WR 315 Intermediate Creative Writing: Comedy (prerequisite: WR 211)
- WR 316 Intermediate Creative Writing: Nonfiction (prerequisite: WR 216)

PB 380
Magazine Publishing Overview
4 credits

Students acquire an understanding of the magazine field from the perspective of writers and editors. Course looks at the similarities and differences between general interest magazines and more focused magazines, and how magazines compete with each other and with other media for audiences and revenues. Topics include how magazines carve out niches, the relationship between the business and editorial departments, and the editorial operations of magazines. The course also looks at the history of the magazine industry. Prerequisite: junior or senior standing.

PB 383
Book Publishing Overview
4 credits

Course examines the acquisition and editing of a manuscript, its progress into design and production, and the final strategies of promotion and distribution of a finished book. Prerequisite: junior or senior standing.

PB 395
Applications for Print Publishing
4 credits

Students master the page layout and image creation software used in the publishing industry. Students also learn related computer-based skills, such as type and image sourcing, image acquisition, including scanning, and copyright issues. Although some design issues will be addressed, the primary focus is on software skills. Course assumes the student has basic Macintosh skills.

PB 401
Advanced Seminar Workshop in Column Writing
4 credits

Magazine publishing course covering the process of researching, writing, and revising magazine columns with an understanding of the importance of audience. The course draws on both the published writing of seasoned columnists from a variety of genres as well as weekly columns written by students. Prerequisite: PB 307 or PB 380 or JR 460. May be substituted for one 400-level WR (writing) workshop.

WR 405
Advanced Seminar Workshop in Poetry
4 credits

Advanced writing workshop in poetry with in-class discussion of original poems by students already seriously engaged in writing poetry. The course pays special attention to getting published and students are encouraged to submit their work to magazines. May be repeated once for credit. Prerequisites: WR 312 and junior standing.

WR 407
Advanced Seminar Workshop in Fiction
4 credits
Extensive fiction writing of short stories and/or novels coupled with in-class reading for criticism and the craft of fiction. May be repeated once for credit. Prerequisites: WR 311 and junior standing.

WR 415
Advanced Seminar Workshop in Nonfiction
4 credits
Advanced writing workshop in various nonfiction forms, such as memoir, travel writing, literary journalism, or other narrative nonfiction writing. Students will already have completed at least one nonfiction workshop, have a project in development, and be capable of discussing such techniques as characterization, point of view, and narrative structure as they appear in literary nonfiction forms. Prerequisites: WR 316 and junior standing.

WR 416
Advanced Topics in Writing
4 credits
Special offerings in various genres of writing like Comedy Writing, Travel Writing, Experimental Fiction, among others. May be repeated for credit if topics differ. Prerequisites: junior or senior standing and completion of a 300-level writing course in the genre being offered. (Semester varies)

WR 440
Advanced Seminar Workshop in Screenwriting
4 credits
Advanced workshop in feature film writing where students learn how to work with characters, dialogue, and dramatic structure through story development, mini treatments, and scene breakdown. Students beginning new scripts will produce at least half of a screenplay and a solid, outlined second half. Students continuing a work-in-progress script will revise and polish. Course also includes study and discussion of successfully produced film/TV scripts. Prerequisites: WR 311 and junior standing. May be repeated once for credit. (Course may count toward the Media Arts major or toward the WLP major.)

PB 481
Book Design and Production
4 credits
Course covers book and book jacket design fundamentals: design, typography, image research and assignment, and prepress and manufacturing. This is not a software instruction course. Prerequisite: PB 395 (may be taken concurrently) or permission of the instructor. (Spring semester)

PB 482
Magazine Design and Production
4 credits
Course covers magazine design fundamentals: typography, image research and assignment, prepress and manufacturing, and traditional and computer-based tools and equipment. Each student produces a sample magazine through a workshop process of presentations and revisions. This is not a software instruction course. Prerequisite: PB 395 (may be taken concurrently) or permission of the instructor. (Fall semester)

WR 490
Senior Creative Thesis (All Genres)
4 credits
Required of all BFA majors: During the final semester of his/her senior year, each student produces an extended literary work—several short stories, a group of poems, a short novel, a nonfiction narrative, a piece of investigative journalism, a play, or a film script. Each student works independently, but consults regularly with an advisor to evaluate and revise the work-in-progress. The final manuscript measures and represents the student's abilities and his/her commitment to a serious creative endeavor. Senior BFA Writing majors only.

PB 491
Topics in Publishing
4 credits
Special offerings in book, magazine, and electronic publishing. May be repeated for credit if topics differ. Prerequisites vary with topic.

WR 498
Directed Study
2 or 4 credits
Students are provided an opportunity to conduct research and to write in an area not covered in the regular writing curriculum. Prerequisites: senior standing and completion of a course offered on the subject or equivalent. Directed studies may not duplicate existing courses. Proposals must be approved by the supervising faculty member and the department chair prior to the end of the examination period of the preceding semester. A student may not count more than 12 credits of any combination of directed study, directed project, and internship courses toward the total graduation requirements. 3.0 GPA required.

PB 498
Directed Study
2 or 4 credits
Students are provided an opportunity to conduct research and to write in an area not covered in the regular publishing curriculum. Prerequisites: senior standing and completion of a course offered on the subject or equivalent. Directed studies may not duplicate existing courses. Proposals must be approved by the supervising faculty member and the department chair prior to the end of the examination period of the preceding semester. A student may not count more than 12 credits of any combination of directed study, directed project, and internship courses toward the total graduation requirements. 3.0 GPA required.

PB 499
Internship
4 or 8 credits
Internships involve work in publishing and other related areas. Students attend class meetings during the internship semester. Only juniors and seniors with a current 2.7 GPA are eligible. A 4-credit internship requires 16 hours a week over a 12-week period and an 8-credit internship requires 32 hours a week over a 12-week period. No more than 8 credits of internship and no more than 12 credits of any combination of internship, directed project, and directed study may be applied to the total graduation requirements. Students must participate in the Internship Experience Workshop offered through Career Services prior to the start of the internship. Students who wish to participate in an internship in the Los Angeles, California, area must be enrolled in the Emerson Los Angeles Program. Course cannot be added after the regular registration period. Please consult the Academic Calendar for registration deadlines.

World Language Courses: French and Spanish

The current General Education World Language Requirement is two semesters at the elementary level. Courses in American Sign Language also fulfill the language requirement.

Elementary Language Courses: French and Spanish

Courses provide students with the basic structures needed for communication in the target language. They are designed to be interactive, creating everyday situations that call for a variety of skills. Students engage in class drills and intensive small group discussion. Grammar is presented through example and the emphasis is on both spoken and written practice.

LF 101
Elementary French I
4 credits
Stresses mastery of essential vocabulary and primary grammatical structures through a situational approach. Students perceive that language is "living" and they discover by the third week of the semester that they can already communicate in French. Class time is devoted to interactive practice. Conversational skills, pronunciation, and understanding are verified through regular oral exams. (Fall semester)

LF 102
Elementary French II
4 credits
A continuation of LF 101, this course also incorporates reading skills and exposes students to a wider range of cultural materials. Prerequisite: LF 101. (Spring semester)

LS 101
Elementary Spanish I
4 credits
Stresses mastery of the essential vocabulary and primary grammatical structures through a situational approach. Students perceive that language is "living" and they discover by the third week of the semester that they can already communicate in Spanish. Class time is devoted to interactive practice. Conversational skills, pronunciation, and understanding are verified through regular oral exams. (Fall semester)

LS 102
Elementary Spanish II
4 credits
A continuation of LS 101, this course also incorporates reading skills and exposes students to a wider range of cultural materials. Prerequisite: LS 101. (Spring semester)

School of Communication

Dean Janis Anderson

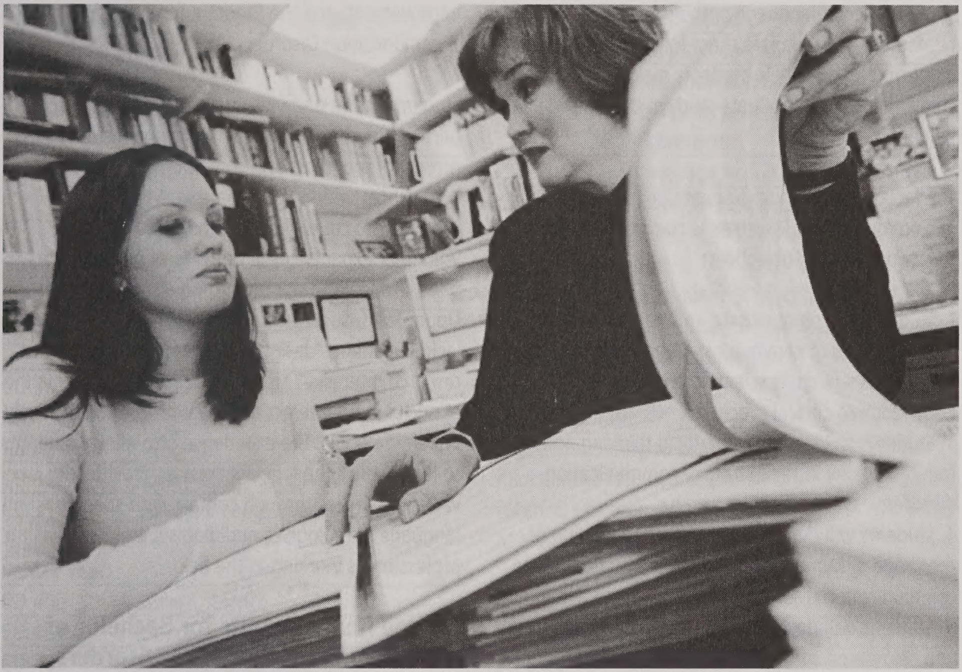
Mission

The School of Communication offers a 21st-century approach to career preparation. Designed for intellectual synergy, the curriculum blends powerful theoretical principles with practical, experiential application, to develop innovative communication leaders ready to excel in the workforce. With cutting-edge equipment, students learn to skillfully handle the tools of their trade. By engaging with the best scholarly minds in small classroom settings, students learn to develop and manage this century's gold and silver—content and people. Externally, the continually evolving technological landscape reinforces the vitality of communication as both a process and end result. Internally, the curriculum addresses the role of communication in this dynamic world. Through communication, organizations structure work and prioritize outcomes; interpersonal relationships are formed, maintained, and dissolved; products are positioned in the marketplace and matched to consumers; political coalitions are created and political outcomes are determined; people are cared for in poor health, motivated to create better health, and educated to improve communication deficiencies; and, democracy is possible through public dissemination of local, national, and international occurrences. The School's programs offer students an opportunity to understand these functions broadly and to select a particular specialization.

The School is home to four academic departments, offering degree programs in marketing communication (integrated advertising and public relations), communication disorders, political communication (leadership and social advocacy), communication studies, and journalism. The four departments also provide courses in the humanities, sciences, and social sciences in fulfillment of the college's General Education requirements and in support of the goals of the majors.

School of Communication

Department of Communication Sciences and Disorders



Professors Kempler (Chair) and Maxwell; Associate Professors Bajaj, Bartlett, Edgar, Jagaroo, and Satake; Assistant Professors Fusté-Herrmann, Grossman, McLaughlin-Volpe, Oswald, Parker, and Vashlishan-Murray; Scientist-in-Residence Honea; Scholar-in-Residence McBride; Faculty-in-Residence Morgan; Instructor Volkman; Clinical Instructors Cayer-Meade, Connors, Glufling-Tham, Lindsay, Lipschultz, Micucci, Rimshaw, and Thau; Developmental Specialists Aron and Brown.

The Department of Communication Sciences and Disorders is committed to leadership and excellence in its education of Emerson students. The Department encompasses the baccalaureate, master's, and doctoral degree programs in Communication Disorders; the master's program in Health Communication; as well as the academic disciplines of Mathematics, Science, Psychology, and American Sign Language. Education in all these disciplines is designed to emphasize logical thinking, rational inquiry, ethical behavior, and the application of relevant technologies in the context of the highest standards of academic integrity. The Department is dedicated to fostering among its students appreciation of and respect for the diversity of human cultures along with the relevance of this diversity to the Department's fields of study.

Programs

The purpose of the undergraduate degree program in Communication Disorders is to provide students with intensive academic preparation in the basic human communication processes. This preparation includes courses related to normal aspects of speech, language, and hearing; the anatomical structures and scientific bases of speech production; American Sign Language; and instruction in scientific principles and the variety of disorders of speech, language, and hearing. In addition, students will be guided to take appropriate courses in math, psychology, and the sciences, which satisfy both the General Education requirements of the College and the American Speech-Language-Hearing Association's standards. The undergraduate degree program is designed to prepare students for eventual graduate study in speech-language pathology, audiology, or related areas; to prepare them for paraprofessional employment; or to help students make decisions concerning future graduate study in this and related fields.

The faculty of the undergraduate degree program in Communication Disorders is committed to the following learning objectives:

1. Students will demonstrate an understanding of the scientific basis of communication and its disorders.
2. Students will apply scientific and theoretical knowledge to clinical processes.
3. Students will incorporate critical thinking and rational inquiry in their study of communication disorders.
4. Students will demonstrate an understanding of the range of human diversity and its relationship to communication disorders.
5. Students will develop an understanding of normal and disordered speech, language, and hearing that can be used as a background for graduate study in speech-language pathology, audiology, or related fields.
6. Students will develop professional clinical and research writing skills.

Undergraduate students majoring in Communication Disorders become candidates for the Bachelor of Science degree. Transfer students entering Emerson later than the first semester of the junior year should expect to enroll for at least an additional term to meet degree requirements.

The Department of Communication Sciences and Disorders operates the Robbins Speech, Language, and Hearing Center. Since 1953, the Robbins Center has provided evaluation and treatment for children and adults with communication problems, as well as education programs for family members and caregivers. A number of programs are run through the Robbins Center, including the Thayer Lindsley Family-Centered Program for deaf and/or hard-of-hearing young children, the Program for Acquired Communication Disorders, the Program for Speech Improvement, and the Program for Developmental Communication Disorders.

Students in the undergraduate degree program participate in service learning placements in urban preschool programs and complete observational experiences within the Department as part of the required coursework for individual courses. Volunteer experiences in our clinical program are often available to our undergraduate students. Upper-level students may choose to participate in a Field Experience designed to match their clinical or research interests. This elective provides students the opportunity to interact directly with communicatively impaired people. The experience also allows students to learn about the types of services provided in various agencies through contact with speech-language pathologists, audiologists, or other professionals working in the field.

Degree Requirements for Bachelor of Science in Communication Disorders

The major in Communication Disorders is 40 credit hours and consists of:

CD 162	American Sign Language I
CD 193	Introduction to Communication Disorders
CD 233	Phonetics
CD 234	Speech and Hearing Anatomy and Physiology
CD 301	Language Acquisition
CD 312	Survey of Speech Disorders
CD 313	Survey of Language Disorders
CD 403	Speech Science
CD 467	Introductory Audiology
CD 468	Aural Rehabilitation

Students majoring in CD are also advised to take four courses to satisfy the academic requirements for their future certification by the American Speech-Language-Hearing Association, one each in mathematics, biological sciences, physical sciences, and social/behavioral sciences.

Typical Sequence of Courses for the Undergraduate CD Major

Freshman Year

CD 162	American Sign Language I
CD 193	Introduction to Communication Disorders

Sophomore Year

CD 233	Phonetics
CD 234	Speech and Hearing Anatomy and Physiology
CD 301	Language Acquisition

Junior Year

CD 312	Survey of Speech Disorders
CD 313	Survey of Language Disorders

Senior Year

CD 403	Speech Science
CD 467	Introductory Audiology
CD 468	Aural Rehabilitation

Total Credits: 40

Minor Programs

Students wanting a minor in the disciplines housed in the Department of Communication Sciences and Disorders have the four options described below. Up to 8 credits may apply to both the General Education requirements and these minors.

Hearing and Deafness Minor

Four out of the following list of classes:

CD 162	American Sign Language I
CD 208	American Sign Language II
CD 309	American Sign Language III
CD 409	American Sign Language IV
CD 467	Introductory Audiology
CD 468	Aural Rehabilitation
SC 207	Sensation and Perception

Students majoring in Communication Disorders cannot use CD 162, CD 467, or CD 468 toward this minor.

Brain and Language Minor

SC 270	The Brain and Human Behavior
CD 162	American Sign Language I (or ASL II, with permission of instructor)
CD 301	Language Acquisition
CD 313	Survey of Language Disorders

Psychology Minor

Students wanting to minor in psychology will take a sequence of four courses in psychology, three of which must be taken at Emerson.

Science Minor

Students wanting to minor in science will take a minimum of four courses, three of which must be taken at Emerson. All minors must include courses in at least two of the following areas:

Area I: Human Biology

SC 202	The Human Body
SC 203	Nutrition and Human Health
SC 270	The Brain and Human Behavior
SC 207	Sensation and Perception

Area II: Physical Sciences

SC 206	Meteorology and Global Climate
SC 208	Earth Science: Natural Disasters
SC 231	Physics for the Media

Area III: Multidisciplinary Courses

SC 205	Environment and Humankind
SC 204	Origin and Evolution of Life
SC 280	Science and Society
SC 209	Global Environmental Change

Health Communication Master's Program Combined with Bachelor's Degree in Communication Disorders**

Students who may be interested in combining their interest in health science with a career in communications may be interested in pursuing either the BS/MA in CD/Health Communication (see Combined Bachelor's Master's Program in Communication Disorders/Health Communication following) or by completing a minor in Political Communication, Marketing Communication: Advertising and Public Relations, or Leadership and Management (see Minor Program listings in the Departments of Journalism, Marketing Communication, and Communication Studies.)

Undergraduate students majoring in Communication Disorders who wish to pursue a career in the related field of Health Communication may apply to Emerson's master's degree program in Health Communication within the Department of Communication Sciences and Disorders. Application to the five-year BS/MA degree must be made no later than the end of the first semester of the student's junior year. Interested students should talk to their advisor early in the junior year to consider possible schedule adjustments to best accommodate taking Health Communication classes during the senior year. Minimum application requirements include an overall grade point average of 3.5, favorable evaluation by Health Communication faculty member during an interview, three letters of recommendation, and scores on the Scholastic Aptitude Test. Accepted students would begin taking graduate courses in Health Communication in their senior year, during which time they would complete three to four courses from the graduate Health Communication program. Course selection will be accomplished through careful advising with faculty in Communication Sciences and Disorders and Health Communication. Students who complete these courses with a grade of B- or better will have their master's program reduced by 12–16 credits. Once the bachelor's degree requirements have been completed, students must meet the College's standards for retention in the graduate program. For a complete description, see the Graduate Catalogue under Standards of Work for the Health Communication program.

Please note this combined Bachelor's/ Master's degree in Communication Disorders/Health Communication is distinct from a Master's degree in Communication Disorders and is **not a five-year master's degree in Communication Disorders.

Communication Disorders Courses

CD 153
Images of the Disabled
4 credits

A study of how the disabled are portrayed in film, theater, and literature in contrast with the realities of society. Examines the issue of disability as a culture. Fulfills the Social and Psychological Perspective and the General Education U.S. Diversity requirement. (Semester varies)

CD 162
American Sign Language I
4 credits

An introduction to American Sign Language and American deaf culture. Students are introduced to commonly used signs and basic rules of grammar. The course also explores information related to the deaf community, interaction between deaf and hearing people, and deaf education.

CD 193
Introduction to Communication Disorders
4 credits

An introduction to the variety of communication disorders seen in children and adults. The roles of professional speech-language pathologists and audiologists are explored through presentations by guest speakers who describe their various work experiences in the field. Through viewing of videotaped diagnostic and treatment sessions, students begin to become familiar with clinical terminology procedures and writing. (Fall semester)

CD 208
American Sign Language II
4 credits

Continues to expand on receptive and expressive skills in ASL with emphasis on developing use of classifiers and the role of spatial relationships. Prerequisite: CD 162. Fulfills the General Education World Languages requirement.

CD 233
Phonetics
4 credits
Study of the various aspects of speech sounds and their production with a focus on articulatory, acoustic, and linguistic bases. Students learn to discriminate, analyze, and transcribe speech sounds using the International Phonetic Alphabet (IPA). The relevance of course content to clinical and other applications is discussed as students learn to use the IPA to transcribe the speech of individuals with communicative impairments and different social dialects and accents. (Fall semester)

CD 234
Speech and Hearing Anatomy and Physiology
4 credits
Students study the structure of the biological systems that underlie speech, language, and hearing with an emphasis on the processes and neural control of respiration, phonation, resonance, and articulation. Clinical disorders are used to elucidate dysfunction of these normal processes as substrates for human communication. (Spring semester)

CD 301
Language Acquisition
4 credits
Students explore the theoretical and practical aspects of the language learning process and its relation to other aspects of cognitive and social development. Includes discussion of the development of speech and language skills throughout the life span, from birth to adulthood. Includes a required service learning component involving weekly participation in an area preschool program throughout the semester. (Fall semester)

CD 309
American Sign Language III
4 credits
A continuation of American Sign Language II. Students continue to expand different grammatical features of time signs and some different forms of inflecting verbs. In addition, students continue to develop conversational strategies in asking for clarification, agreeing, disagreeing, and hedging. Prerequisite: CD 208. (Fall semester)

CD 312
Survey of Speech Disorders
4 credits
Provides students with a basic understanding of human communication in areas of phonology, fluency, and voice. Issues related to assessment and intervention are addressed. Students observe diagnostic and therapy sessions toward completion of the 25 hours required by the American Speech-Language-Hearing Association. Students are required to abstract and integrate information from clinical observations into thoughtful, well-written clinical observation reports. Prerequisite: CD 234. (Fall semester)

CD 313
Survey of Language Disorders
4 credits
Provides students with a basic understanding of disorders of human communication associated with developmental and acquired language disorders in children and adults. Assessment and intervention are addressed. Students observe diagnostic and therapy sessions toward completion of the 25 hours required by the American Speech-Language-Hearing Association. This is a writing-intensive course in which students will write a major term paper with revisions and learn to use the APA writing conventions. Prerequisite: CD 301. (Spring semester)

CD 400
Clinical Foundations
4 credits
An introduction to the clinical process and methodology that underlie observation, assessment, and treatment of communication disorders in children and adults. Students learn to plan and execute a therapy session with a selected client. Clinical writing skills are developed through a variety of written assignments such as treatment plans, data collection and analysis, and progress notes. Prerequisites: CD 312 and CD 313 (may be taken concurrently); juniors and seniors only.

CD 403
Speech Science
4 credits
Examines the physiological, acoustic, and perceptual processes involved in speech production and perception. Students get exposure to instrumentation for the display and acoustic analysis of speech sounds. Prerequisites: CD 233 and CD 234. (Spring semester)

CD 409
American Sign Language IV
4 credits
A continuation of American Sign Language III. Students continue to expand knowledge and use of advanced grammatical features and further develop conversational abilities. Prerequisite: CD 309. (Spring semester)

CD 467
Introductory Audiology
4 credits
Includes detailed anatomy of the ear with an overview of the physics of sound and current medical and audiologic management of hearing loss. The course covers pure tone and speech audiometry, site-of-lesion testing, and audiogram interpretation. (Fall semester)

CD 468
Aural Rehabilitation
4 credits
Examines theories underlying habilitation and rehabilitation procedures for deaf and hard-of-hearing children and adults. Covers the effects of hearing loss on an individual and family, education of children with hearing loss, use of sensory aids, and design of aural rehabilitation programs for various populations. Prerequisite: CD 467. (Spring semester)

CD 497
Topics in Communication Disorders
4 credits
Focus on topics in the field such as current theoretical perspectives, particular pathologies, clinical methodologies, or interdisciplinary issues between communication disorders and other fields.

CD 498
Directed Study
2 or 4 credits
Individual study in communication disorders. An honors section of this course is open to students with appropriate academic credentials and permission of advisor. Prerequisites: 3.0 GPA and permission of instructor and department chair.

CD 499
Field Experience
2 or 4 credits
Students spend four to eight hours per week in a clinical or research setting involving children or adults with speech, language, or hearing problems. Students observe professional activities and engage with professional staff, families, and clients/patients. Student responsibilities are set by the field experience supervisor. Students write a final paper integrating an aspect of their experience with research in that area. Prerequisites: senior standing, 3.0 GPA, and permission of the Field Experience Coordinator.

Mathematics Courses

All of the following mathematics courses fulfill the General Education Quantitative Reasoning Foundation requirement.

MT 102
College Mathematics
4 credits
Students apply mathematical methods to topics including set theory, mathematical logic, plausible and heuristic reasoning patterns, probability theory, and investment theory including simple interest, compound interest, basic annuities, and amortization. (Semester varies)

MT 106
Business Mathematics
4 credits
Students apply mathematical methods to a wide variety of business decisions including reconciliation, taxation, property and casualty insurance, cash and trade discounts, simple interest, simple discount, compound interest, basic annuities, and amortization. (Semester varies)

MT 207
Statistics
4 credits
Students apply basic statistical methods and inductive reasoning to descriptive statistics, including measures of central tendency; measures of dispersion, correlation, and simple linear regression; and inferential statistics including central limit theory, hypothesis testing, and x2 tests of goodness-of-fit, independence, and homogeneity.

Psychology Courses

All of the following psychology courses, except PS 405 and 498, fulfill the Social and Psychological Perspective of the General Education requirements.

PS 101
Introductory Psychology
4 credits
Presents topics across the range of sub-disciplines that make up the field including the history of psychology, research methods, attention and consciousness, learning, memory, language, motivation, emotion, social perception and interaction, child and adult development, and mental illness. Students are engaged in discussions, presentations, and demonstrations centered on key ideas in the field.

PS 230
Gender, Race, and Ethnicity
4 credits
Explores attitudes toward men and women from different racial and ethnic groups from a social-psychological perspective. To this end, it explores three components of attitudes (stereotypes—social perceptions, prejudice—affective reactions, discrimination—behavioral actions) and how social, cognitive, and emotional factors contribute to these components. Fulfills the General Education U.S. Diversity requirement. (Semester varies)

PS 301
Personal Growth and Adjustment
4 credits
Examines means and methods of adaptation to life, with a focus on psychological development across the life cycle. An applied psychology course with a heavy emphasis on self-reflection and the means of effective functioning. Topics may include stress, adaptive and maladaptive coping, identity and the self, as well as specific lifestyle issues such as relationships, health, values, working, aging, gender, and sexuality. (Semester varies)

PS 305
Cognitive Psychology
4 credits
The study of mental mechanisms and processes involved with perception, learning, memory, and thinking. Topics may include perception, attention, memory, language, problem solving, decision-making, mental representation and knowledge, reasoning, creativity, and intelligence. Highlights the close relationship between modern cognitive psychology and cognitive neuroscience that ties cognitive processes to brain systems. (Semester varies)

PS 313
Abnormal Psychology
4 credits
Provides an introduction to the nature, etiology, and classification of abnormal behaviors and therapeutic methods used to treat them. An explanation of the relation between mental disorder and the social and cultural setting is also provided. (Semester varies)

PS 321
Social Psychology
4 credits

Examines the relation of the individual to the social environment. A variety of social-psychological topics are covered, such as impression formation, attribution, emotion perception, attitude development, interpersonal attraction, group behavior, helping behavior, and aggression. (Semester varies)

PS 333
Developmental Psychology
4 credits

Explores the stage/age-related physical, cognitive, and psychosocial development of individuals. Topics include physical maturation and sensory-motor development; thinking, reasoning, and language processes; personality growth; social cognition; and interpersonal interaction. Attention is also given to the discussion of contemporary controversial topics. (Semester varies)

PS 380
Topics in Psychology
4 credits

Special offerings in psychology will focus on important questions in contemporary psychology. Each course will use theory and methods within major psychological perspectives such as cognitive, biological, evolutionary, developmental, social, and clinical psychology to demonstrate how psychology addresses and responds to concerns of individuals and groups in real-world contexts. Course may be repeated for credit if topics vary. (Semester varies)

PS 405
Advanced Seminar in Psychology
4 credits

Involves comprehensive study of a sample of topics at the forefront of psychology and cognitive neuroscience. Topics extend across cognitive, developmental, social, clinical, biological, and evolutionary psychology. Approaches each of the topics with in-depth historical perspectives, a wide interdisciplinary scope, theoretical detail, and the current state of research on the subject matter. Active student participation and discourse are integral to the format of this seminar. Prerequisites: PS101 and one other PS course; junior standing. (Semester varies)

PS 498
Directed Study in Psychology
2 or 4 credits

Students select an area of special interest, prepare a bibliography and program of study, and make arrangements for regular meetings with the instructor. Prerequisites: 3.0 GPA and permission of instructor and department chair.

Science Courses

All of the following science courses, except SC 498, fulfill the Scientific Perspective of the General Education requirements.

SC 202
The Human Body
4 credits

Introduction to the morphology and physiology of human body systems, including musculoskeletal, digestive, cardiovascular, immune, respiratory, endocrine, and reproductive systems. Students work through concept development strategies and in-class laboratories to understand interrelationships within and among body systems and to learn the methodologies used to investigate disease and other conditions.

SC 203
Nutrition and Human Health
4 credits

Provides an understanding of the processes of life through an understanding of how nutrition, health, and life science are interrelated. Principles include the structure and function of nutrients, the digestive system, food composition, diet analysis, and nutritional roots of disease. Nutrition is related to overall fitness and changes over the life cycle. Emphasis placed on understanding nutrition for optimal health and on the study of nutrition as a means for understanding the scientific process.

SC 204
Origin and Evolution of Life
4 credits

Survey of the origin of life as it exists on earth and its potential existence elsewhere. Material is drawn from cosmology, biology, genetics, and paleontology in an effort to address questions pertaining to the birth and evolution of the universe and the diversity of organisms. Advances in biotechnology that have allowed for mapping, sequencing, and cloning the genomes of animals and plants will be considered in view of their ethical and social implications. (Spring semester)

SC 205
Environment and Humankind
4 credits

Covers issues pertaining to human population growth; preservation of biodiversity of both terrestrial and aquatic species and ecosystems; and topics such as global climate change; water, air, and soil pollution; and chemical impacts on human health. Emphasis placed on collecting and analyzing evidence regarding environmental issues and the impact of scientific and technological developments on society.

SC 206
Meteorology and Global Climate
4 credits

Introduces the atmospheric processes that determine weather and global climate. Knowledge of the interactions of atmosphere, ocean, and human activities allow for an understanding of present weather prediction as well as understanding projected future potential climatic changes. Discussions of models and modeling and the use of technology to understand weather and climate are complemented by the use of the Internet to access and interpret real-time meteorological data.

SC 207
Sensation and Perception
4 credits

Examines visual and auditory sensation and perception. Covers basic processes of nerve function and neural pathways that make up perceptual systems and topics such as object-, form-, depth-, size-, and motion-perception; and sound-, pitch-, and tonal-perception. Some attention is given to gustatory, olfactory, and cutaneous senses. Neurocognitive processes including mental imagery, speech perception, and multisensory integration are discussed. Students are encouraged to discuss applications of the course to graphic design, advertising, and other forms of media production. (Semester varies)

SC 208
Earth Science: Natural Disasters
4 credits

Introduces the science of natural disasters, including the study of earthquakes, volcanoes, tsunamis, hurricanes, floods, landslides, wildfires, climate change, and other environmental crises, each having components or origins in the areas of geology, meteorology, ecology, and hydrology. Each natural disaster has impacts on human populations and the human-built society, as well as effects on natural resources. Draws upon the body of knowledge in the various earth and environmental sciences. Recent research and examples are reviewed.
(Semester varies)

SC 209
Global Environmental Change
4 credits

Engages students in in-depth study of ecological principles and environmental issues having scientific, economic, and social dimensions of global significance. Subject areas include global warming and the greenhouse effect, water supply, ozone depletion, loss of habitat, biodiversity loss, and population growth. Recent research into biogeography, species extinction, natural resource management, and ecosystem dynamics are included. Includes field research requirements and participation in a three-day field study.
(Semester varies)

SC 231
Physics for the Media
4 credits

An introduction to the physical properties of sound, light, electricity, and basic mechanics. Students apply basic physics concepts to related fields in communication and develop an understanding of the transfer of scientific experimentation and theory into technological practice. Requires some basic mathematics skills. (Spring semester)

SC 270
The Brain and Human Behavior
4 credits

Discusses the general structure of the human brain and perceptual, cognitive, and neurologic functions and disorders tied to various brain systems. Covers neuroanatomy, neurophysiology, basic sensory functions, brain development, mechanisms of drugs and hormones, sleep, consciousness, and investigative methods used to study the brain. Higher neurocognitive functions including language and memory, and a range of neurodevelopmental, neuropsychiatric, and neurodegenerative disorders are also explored. (Semester varies)

SC 280
Science and Society
4 credits

Students develop an understanding of the role of science in their lives and their role in interpreting and applying scientific information. Science is viewed as a process and as content, involving issues such as proof, fact, effects of observation, theories, laws, and similar concepts. Connections among science, technology, and the arts and the humanities are viewed as integrated means for society to function. Includes analysis of case studies, readings, problem solving exercises, and exercises in developing critical thinking skills.

SC 290
Topics in Science
4 credits

Special offerings in science focused on theoretical perspectives, methodological approaches, contemporary questions in human biology and the physical sciences, and interdisciplinary issues involving science and other fields. Course may be repeated for credit if topics vary. (Semester varies)

SC 498
Directed Study in Science
2 or 4 credits

Students select an area of special interest, prepare a bibliography and program of study, and make arrangements for regular meetings with the instructor. Prerequisites: 3.0 GPA and permission of instructor and department chair.

The Speech and Hearing Foundation of Massachusetts Lecturer

Supported by a generous endowment gift by the Speech and Hearing Foundation of Massachusetts, the Communication Sciences and Disorders faculty annually selects The Speech and Hearing Foundation of Massachusetts Lecturer. The lecturer is an outstanding faculty member from across the United States who has demonstrated a teaching and research interest that furthers knowledge in the field of speech and hearing disorders.

The lecturer delivers one public lecture to the greater Boston community and presents a workshop for speech and hearing professionals in the greater Boston community.

Department of Communication Studies

Professors Glenn and West (Chair); Associate Professors Anderson, Baeten, Binkley, Hollingworth, Payne, and Weiler; Assistant Professors Gallant, Srinivas, and Stark; Visiting Assistant Professor Cooke-Jackson; Scholar-in-Residence Edelstein; Lecturers Buckley, Erickson, Huddy, Johnson, and Vietzke.

Excellence in communication contributes to success in all aspects of personal, professional, and civic life. The Department of Communication Studies is home to majors that are designed for students who plan to work in the public, private, or nonprofit sector as ethical, effective communication professionals. Students concentrate on the intersection among communication theory, research, and practice in a variety of environments, including management, sales, political campaigns, government, human services, and corporate public affairs. The curriculum helps students develop the leadership skills needed to make a difference in contemporary society. Students also learn how Internet-based information and communication technologies impact communication in varying contexts. Rooted in the humanities and social sciences and in the mastery of speaking and writing skills, our major programs balance a solid grounding in theory with practical training in specific professional skills. In addition to class work, students may pursue internships that help develop and apply their knowledge in the work environment. Most courses take place at the Boston campus, but students can do coursework and internships in a variety of locations, including Washington and Los Angeles.

The Department of Communication Studies is committed to ensuring that all Emerson students develop deliberative communication skills that reflect the oral tradition of the College and prepare them for leadership in a global environment. Students learn to research points of view competently, analyze them intelligently, articulate them clearly and persuasively, and advance them through communication strategies. Through this process, they also learn to appreciate the ethical dimensions of their own and others' communication practices.

The Department is home to faculty and curriculum in Philosophy and Sociology, and these cognate disciplines are important as they inform the communication curriculum. In addition to the two majors and a graduate program, we offer minors in several specialized areas within communication, philosophy, and sociology.

Programs

Communication Studies

The faculty of the undergraduate degree program in Communication Studies is committed to the following learning objectives:

1. Students will demonstrate an understanding of the history of communication and its artifacts by analyzing social movements, issues, and perspectives.
2. Students will acquire skills in logic, reasoning, and argumentation.
3. Students will demonstrate research skills in gathering information and literacy.
4. Students will identify and synthesize the best forms of communication technology to various communicative situations.
5. Students will demonstrate an understanding of global diversity and individuality.

The Communication Studies major helps students develop broad-based communication skills and theoretical understandings that make them competitive in their chosen fields and career paths. Communication Studies is part of both the social sciences and the humanities, drawing from different fields of study such as sociology, economics, philosophy, anthropology, and semiotics. Students graduate with refined abilities to approach communication challenges critically and analytically, conduct and apply research, and put their own skills to effective and ethical use, thus preparing them for success in a contemporary, multicultural, globalized world.

The primacy and relevancy of communication to nearly every aspect of human activity is without question. A degree in Communication Studies provides students with great flexibility in terms of career choices. Consequently, those who major in Communication Studies have embarked upon a wide variety of professional paths. Regardless of the economic climate, employers seek out expertise in communication and those with communication credentials will be highly marketable. Professional arenas, including business and industry, health, human services, entertainment, high tech, and state/municipal government are particularly interested in securing outstanding graduates in Communication Studies. Our majors have been employed in human resources, public relations, information services, education, nonprofit leadership, fundraising, talent management, among many others.

A core set of courses in communication theory and research provides a foundation for a specialization in a particular interest area. All students in Communication Studies complete a senior capstone/project or thesis.

Degree Requirements

Students in the Communication Studies major complete six core courses (24 credits) and five related elective courses (20 credits) including at least one at the 400 level. Students are encouraged to work with departmental faculty to select courses relevant to their career goals. *Students may either design their own program of study around a common theme OR choose one of the three tracks of courses* (Rhetoric and Argumentation, Culture and Performance, Negotiation and Dialogue).

Students in the Communication Studies major are required to take CC 264 Oral Presentation of Literature to satisfy the Literary Perspective requirement in General Education.

Curriculum (44 credits total)

6 core courses, 24 credits
5 related electives from the lists below, 20 credits

Students in the Communication Studies major must complete the following courses:

CC 201	The Evolution of Expression: Communication, Technology, and Culture
CC 263	Argument and Advocacy
CC 266	Conflict and Negotiation
CC 303	Politics, Advocacy, and Public Opinion Research
CC 304	Communicative Informatics
CC 476	Capstone in Communication Studies

Related electives: 20 credits in Communication Studies, including at least one at the 400 level.

Suggested Tracks Within the Communication Studies Major

Rhetoric and Argumentation: Students develop expertise in the contemporary and historical processes of persuasion and influence.

Select 20 credits from the following:

CC 262	Professional Communication
PH 300	Community, Communication, and Public Policy
CC 320	Communication Theory for Leading Change
CC 343	Rhetorical Theory
CC 344	Rhetoric of Social Movements
CC 410	Language, Symbols, and Political Communication
CC 472	Topics in Communication Studies
CC 498	Directed Study in Communication Studies
CC 499	Internship in Communication Studies

Recommended: CC 321 Community Debate and CC 322 Competitive Debate

Culture and Performance: Students explore performance in diverse cultural contexts, developing deep understandings of human identity and meaning-making processes. They also develop their own expressive abilities.

Select 20 credits from the following:

CC 203	Intercultural Communication
CC 265	Professional Voice and Speech
SO 206	Gender in a Global Perspective
SO 303	Culture and Power
CC 422	Politics and Comedy: Subversive Laughter
CC 472	Topics in Communication Studies
CC 498	Directed Study in Communication Studies
CC 499	Internship in Communication Studies

Recommended: CC 322 Competitive Debate (Individual Events)

Note: Although not required, studying abroad will be of particular value to students in this track.

Negotiation and Dialogue: Students acquire theoretical understandings and practical skills that help them manage difficult situations involving diverse stakeholders in personal and professional situations.

Select 20 credits from the following:

CC 203	Intercultural Communication
CC 330	Management and Communication
CC 357	Leadership
CC 423	Crisis Communication
CC 472	Topics in Communication Studies
CC 498	Directed Study in Communication Studies
CC 499	Internship in Communication Studies

Recommended: CC 323 Discussion Facilitation: Conversations on Race

Political Communication: Leadership, Politics and Social Advocacy

The faculty of the undergraduate degree program in Political Communication is committed to the following learning objectives:

1. Students will solve problems based on fictional and real-life case studies.
2. Students will acquire skills in debate, logic, reasoning, and argumentation.

3. Students will demonstrate research skills in gathering information and literacy.
4. Students will demonstrate an understanding of global diversity and individuality.
5. Students will analyze political and social issues or challenges/problems.
6. Students will synthesize the ethical implications of human communication.

The major in Political Communication: Leadership, Politics and Social Advocacy lays the foundation for careers in which communication and leadership competencies are paramount.

This major is designed for the student who wants to pursue a communication career in the public, private, or nonprofit sector, as a communication advisor/consultant to leaders and organizations, or work as a press secretary or speechwriter. Its focus is for the student who wants to be a leader in communication and public affairs in government, business, or the nonprofit world, and for the student who wants to help change the world by serving as an advocate for a particular social issue or issues. Students whose career plans include graduate, law, or other professional school will find this program designed for their needs.

Political Communication: Leadership, Politics and Social Advocacy offers a core curriculum that is balanced to give the necessary theory and the practical skills for effective, ethical communication in a changing and complex mediated environment. The core curriculum is taught by faculty members with national and international experience in conflict resolution and negotiation, leadership, and the classical and contemporary roots of the rhetoric of leaders and worldwide social movements. Students learn how to conduct, interpret, and communicate public opinion research. Students will also necessarily become sensitive to the influence that global communication has upon people and their relationships with others. We couple the theory with the written, oral, and creative/critical thinking skills necessary to be an excellent, effective, and ethical communicator in any arena—government, politics, business, or nonprofit.

Curriculum (44 credits total)

8 core courses, 32 credits
3 electives from the list below, 12 credits

Students in the Leadership, Politics and Social Advocacy major must complete the following courses:

CC 200	Communication and the Political World
CC 263	Argument and Advocacy
CC 266	Conflict and Negotiation
CC 303	Politics, Advocacy, and Public Opinion Research
CC 320	Communication Theory for Leading Change
CC 345	Public Affairs Matrix: Media, Politics, and Advocacy
CC 357	Leadership
CC 475	Capstone in Leadership, Politics, and Social Advocacy

Three courses are to be selected from the following list below. Departmental advising is available to assist students in developing a specialization with their elective courses, such as leadership, electoral politics, or social advocacy.

CC 203	Intercultural Communication
CC 310	Campaign Management
CC 330	Management and Communication
CC 343	Rhetorical Theory: Audience Analysis
CC 344	Rhetoric of Social Movements
CC 410	Language, Symbols, and Political Communication
CC 422	Politics and Comedy: Subversive Laughter
CC 423	Crisis Communication
CC 471	Topics in Leadership, Politics, and Social Advocacy
CC 498	Directed Study
CC 499	Internship
PH 300	Community, Communication, and Public Policy
SO 300	Community, Identity, and Social Advocacy

Students in the Political Communication: Politics, Leadership and Social Advocacy major are required to take PL 225 American Government and Politics as the Historical Perspective of the General Education requirements.

Recommended Outside Electives

HI 203	Social Movements in the Age of Liberalism
PH 110	Ethics and Justice
PL 220	International Politics
PL 231	Personality, Power, and Politics
PL 328	Political Thought
PL 332	Civil Rights
PL 333	The First Amendment

Signature Semesters in the Department of Communication Studies

Three highly successful Signature Semesters distinguish Emerson's Department of Communication Studies from many other programs in communication or in political science. Because of the Department's focus on experiential learning, juniors and seniors with the required grade point average are encouraged to take advantage of one of three intensive internship semesters. These semesters are designed to allow maximum involvement in the internship experience.

The *Civic Engagement Semester* focuses on social advocacy and community building in Massachusetts. Students register for 8 credits of internship, and choose two 4-credit courses from our civic engagement and social advocacy options in communication, philosophy, and sociology. Recommended courses include PH 203 American Philosophy and Civic Engagement; CC 344 Rhetoric of Social Movements; CC 301 Community, Communication, and Public Policy; SO 300 Community, Identity, and Social Advocacy. CC 263 Argument and Advocacy and CC 266 Conflict and Negotiation are prerequisites. Students also may use this option for their last semester with CC 475 Capstone in Leadership, Politics, and Social Advocacy as one of the two courses.

The *Presidential Campaign Semester* is offered in the year before and the year of a U.S. Presidential campaign. In fall of the year before the election year, students register for 8 credits of internship with placement in a presidential campaign's New Hampshire office, taking advantage of Boston's proximity to this early primary. Participating juniors and seniors also register for 4 credits of directed study and an intensive 4-credit political communication practicum course designed for this semester to allow for a full focus on the campaign as a learning experience. This semester will be offered in the year of a Presidential election as part of the Washington semester. (In non-Presidential campaign years, the Massachusetts gubernatorial race may be substituted.)

The *Emerson Washington, D.C., Semester* may be taken in the junior or senior year. Leveraging Emerson's alumni network and faculty contacts in the U.S. capital, the department matches internships with the student's career goals in social advocacy, government, community service, politics, or corporate public affairs. Students register for 8 credits of internship and three other classes, including a political communication practicum and an international relations course.

Communication Studies faculty members advise students on which semester best meets their learning and career goals. Students must have the required grade point average and complete the Career Services Internship Workshop to participate.

Minor Programs

The Department of Communication Studies offers students the opportunity to pursue minors that are complementary to the major programs offered throughout the College. Students who minor in the Department are responsible for completing all prerequisites. Further, the Department does not allow a prerequisite to be waived or taken concurrently with the particular course requiring that prerequisite. All minors require a minimum of 16 credits. Students may count up to 8 credits from the General Education Requirements toward a minor.

Specific requirements are detailed below.

Leadership and Management Minor
(four courses, 16 credits)
Students are required to take:

CC 330	Management and Communication

Plus any three of the following:

CC 200	Communication and the Political World
CC 203	Intercultural Communication
CC 266	Conflict and Negotiation
CC 357	Leadership (prerequisites are required in order to enroll in this course)
PS321	Social Psychology

Political Communication Minor
(four courses, 16 credits)
This minor provides the student with an interdisciplinary background in communication, politics, and law.

Students are required to take:

CC 200	Communication and the Political World

Plus three of the following:

CC 263	Argument and Advocacy
CC 266	Conflict and Negotiation
CC 357	Leadership (prerequisites are required in order to enroll in this course)
CC 344	Rhetoric of Social Movements
CC 422	Politics and Comedy: Subversive Laughter
CC 471	Topics in Leadership, Politics, and Advocacy
PH 300	Community, Communication, and Public Policy
SO 300	Community, Identity, and Social Advocacy

Sociology Minor
(four courses, 16 credits)
Students are required to take any four of the following:

SO 150	Principles of Sociology
SO 200	Communities and Race Relations
SO 206	Gender in a Global Perspective
SO 207	Dance, Ritual, and Society
SO 208	Visual Society
SO 300	Community, Identity, and Social Advocacy
SO 303	Culture and Power
SO 320	Sociology of Everyday Life
SO 360	Deviance and Social Control

With the permission of the department chair, certain Institute courses may count toward the Sociology minor. Examples include IN 123 Ritual and Performance and IN 137 Boston's Movers and Shakers.

Philosophy Minor
(four courses, 16 credits)
Students are required to take four philosophy courses. In addition to any PH course, students may elect to use VM 218 The Artist and the Making of Meaning, HS 202 Sophomore Honors Seminar, IN 124 Truth and Narrative, or IN 116 Ways of Knowing: Philosophy in Literature toward the Philosophy Minor. With the permission of the department chair, other courses may also be included. A student may include a course that satisfies the Ethics and Values Perspective requirement toward the minor.

Communication Courses

CC 100
Fundamentals of Speech Communication
4 credits

Introduction to basic concepts, theories, and principles of oral communication applied to speaking situations. Develops competence in oral communication through performance and critical analysis of student skills in a variety of speaking formats. Audience analysis, content discovery, communication strategies, arrangement of ideas, use of evidence and reasoning to support claims, language and style, voice and other delivery skills and ethical considerations. Fulfills General Education Oral Communication requirement.

CC 200
Communication and the Political World
4 credits
Introduction to study of communication, power, and politics in contemporary life. Consideration of theory and research in communication that help understand how power relationships are constituted, negotiated, and changed. (Fall semester)

CC 201
Evolution of Expression
4 credits
Development of human communication from orality to literacy to "electrasy," or electronic orality, as a foundation for the exploration of issues and problems in contemporary culture concerning effective participation in society. How such development continues to revolutionize human consciousness, communication, and culture. Consideration of central concepts of voice and expression in forms ranging from embodied speech to dialogue to new media and technologies. (Spring semester)

CC 203
Intercultural Communication
4 credits
Analysis of readings in intercultural communication focusing on verbal and nonverbal customs of various cultures as information from both cultural and language perspectives. Each semester focuses on specific topics or cultures. Background in other cultures helpful but not essential. Fulfills General Education Global Diversity requirement.

CC 262
Professional Communication
4 credits
Study and practice of rhetorical argument, proof, ethics, style, and delivery in performance and analysis of speeches. Projects include use of professional communication situations and video/audio aids and new technology to enhance rhetorical effectiveness in message preparation, development, and delivery.

CC 263
Argument and Advocacy
4 credits
Study of the art of advocacy; develop logical, organizational, and research skills that debate and other forms of oral and written advocacy require. Participation in debates about current political and legal controversies. Critical thinking skills as tools both for advocates and audiences.

CC 264
Oral Presentation of Literature
4 credits
Oral performance of literature (poetry, prose, and drama) as the art of understanding and communicating a text's meaning to an audience. Explore the aesthetic dimensions of literature and its performance and develop critical skills interpreting texts and evaluating performed literature. Fulfills Literary Perspective of General Education requirement.

CC 265
Professional Voice and Speech
4 credits
Trains voice to develop wide range of controls in pitch, volume, and quality to meet voice and speech needs of journalism, public speaking, and interpretation. International students are encouraged to enroll if interested in accent reduction.

CC 266
Conflict and Negotiation
4 credits
Study conflict theory and principles and practices of dispute resolution. Includes everyday conflict, negotiation, mediation, arbitration, and alternative dispute resolution systems. Emphasis on interpersonal skills development.

PH 300
Community, Communication, and Public Policy
4 credits
Studies in political philosophy and the debate between liberalism and communitarianism. Prerequisite: sophomore standing. (Semester varies)

SO 300
Community, Identity, and Social Advocacy
4 credits
Theory and practice of effective, ethical communication on behalf of constituent groups. Needs assessment, resource identification, development (including grant writing), public advocacy, and program review. Prerequisite: sophomore standing. (Semester varies)

CC 303
Politics, Advocacy, and Public Opinion Research
4 credits
Study research process from problem definition to survey design, sampling, data analysis, and interpretation of results. Development of skills in reading and interpreting social scientific research and conducting forms of research pertinent to public and political communication needs. Prerequisite: CC 200 or CC 201. (Spring semester)

CC 304
Communicative Informatics
4 credits
Social shaping communication technologies; explores central role of communication in creating and sustaining social communities online; examines web-based technology and use by people in building social networks and organizational structures. Analyzes optimal use of information technology to create social presence and cohesion in multiple contexts. Individual and/or team projects to explore human communication and intersection of information technologies. Prerequisite: junior standing. (Fall semester)

CC 310
Campaign Management
4 credits
Primary focus on electoral campaigns with attention to persuasive campaigns in general. Includes political advertising. Prerequisites: CC 200 and CC 266. (Semester varies)

CC 320
Communication Theory for Leading Change
4 credits
Investigation of classical and contemporary theories of political communication with emphasis on utility of theory in mass- and multi-mediated communication contexts. Discussion of application of theory to these domains including examination of how conceptions of the citizen, democracy, aesthetics, morality, and culture are established and maintained vis-à-vis different modes of communication. Prerequisites: CC 200 or CC 201 and CC 263 or CC 266.

CC 321
Community Debate
1 non-tuition credit
Promoting political empowerment by mentoring middle and high school students in developing argumentation skills. Prerequisite: CC 263. Repeatable up to a total of 4 credits.

CC 322
Competitive Debate
1 non-tuition credit
Research, practice, and participation in intercollegiate debate. Prerequisite: CC 263. Repeatable up to total of 4 credits.

CC 323
Discussion Facilitation: Conversations on Race
1 non-tuition credit
Training for participation in and co-facilitation of Campus Conversations on Race (CCOR). CC 323 A (0 credits) involves training to lead workshops. CC 323 B (1 credit) involves leading workshops and may be repeated once for a total of 2 credits. Recommended prerequisite or co-requisite: CC 266.

CC 330
Management and Communication
4 credits
Introduction to fundamental principles of management in profit, nonprofit, and government settings. Special emphasis on humanistic and systems approaches, communication skills and theory, and national and global trends. Sample topics include planning, organizing, staffing, decision making, and leading. Case method is applied. Prerequisite: sophomore standing.

CC 343
Rhetorical Theory: Audience Analysis
4 credits
Study classical theorists of rhetoric on speaking and writing well. Practical application of classical theory to contemporary rhetorical situations. In-class oral performances and several written assignments required. Fulfills Social Psychological Perspective of General Education requirement. Prerequisites: CC 200 or CC 201 and CC 263 or CC 266 and junior standing. (Semester varies)

CC 344
Rhetoric of Social Movements
4 credits
Critical examination of prominent rhetorical texts and events that shaped political processes and relationships. Application of insights to contemporary contexts and issues. Fulfills General Education U.S. Diversity requirement. Prerequisites: CC 200 or CC 201 and CC 263 or CC 266. (Semester varies)

CC 345
Public Affairs Matrix: Media, Politics, and Advocacy
4 credits
Advanced study of interplay of media, politics, policy, and advocacy. Through historical and contemporary case studies and research examine variety of constituencies affecting politics and public policy and role the media play in political, public policy, and advocacy debates. Propaganda definition and role in affecting public opinion. Relationship between communicator, media, and key constituencies with focus on ethical, effective use of public affairs. Prerequisites: CC 200 and CC 263. (Semester varies)

CC 357
Leadership
4 credits
Theory and practice of effective ethical leadership in contemporary political and organizational settings; theories for organizing and motivating people; cross-cultural applications; and issues of diversity and communication skills for leadership. Prerequisites: CC 200 or CC 201 and CC 263 or CC 266 and junior standing.

CC 380
Political Communication Practicum
2 credits
Explication of political communication theories, policies, and practices as they relate to Washington, D.C. context. Integrates readings with speakers to fully demonstrate synergies of theory and practice in Washington political, government, and social advocacy arenas. Prerequisites: CC 200, CC 266, CC 263. Juniors and seniors only. Offered in conjunction with Washington Semester.

CC 410
Language, Symbols, and Political Communication
4 credits
Overview of how political discourse and resources of language influence audiences. Using theoretical insights of Kenneth Burke, Murray Edelman, Garry Wills, George Lakoff, and others to assess communication of diverse political figures and texts from Pericles to Ronald Reagan, from Gettysburg Address to *Mein Kampf*. Produce political texts, speech drafts, "blog" designs, political advertisements, and press releases. Prerequisites: CC 303, CC 343, and junior standing. (Semester varies)

CC 422
Politics and Comedy: Subversive Laughter
4 credits

Examines political comedy through lens of performance studies. Survey history of political commentary by American platform humorists (Artemus Ward, Mark Twain), stand-up comedians (Lenny Bruce, Kate Clinton), comedy monologue artists (Spalding Gray, Margaret Cho), and talk-show hosts (Bill Maher, Jay Leno). Examine role of comedy in shaping social and political discourse. Emphasis on developing performance skills. Prerequisite: junior standing. (Semester varies)

CC 423
Crisis Communication
4 credits

Importance of managing communication in crisis situations. Topics include definitions, types, classifications, phases, planning, publics, contingency events, time estimating, crisis teams, control centers, working with media, training, and follow-through. Crisis scenarios cover profit, nonprofit, and government organizations at local, regional, national, and/or global level. Case examples employed. Prerequisite: junior standing. (Semester varies)

CC 471
Topics in Leadership, Politics, and Social Advocacy
4 credits

Special topics in political communication. Prerequisites: junior standing and courses depending on topic. (Semester varies)

CC 472
Topics in Communication Studies
4 credits

Special topics in communication studies. Prerequisites: junior standing and courses depending on topic. (Semester varies)

CC 475
Capstone in Leadership, Politics, and Social Advocacy
4 credits

Advanced theory, research, and practice in political communication. Develop and enhance portfolios of political communication materials including development of two communication campaigns. Prerequisites: senior standing and completion of CC 303.

CC 476
Capstone in Communication Studies
4 credits

Advanced theory, research, and practice in communication studies. As a key feature of the course, students complete a senior thesis or project. Prerequisites: senior standing and completion of CC 201, CC 303, and CC 304.

CC 498
Directed Study in Communication
2 or 4 credits

Individual academic projects planned in collaboration with full-time faculty members to meet students' interests not satisfied by existing courses. Students submit proposal for study that includes learning objectives, evaluation methods, and bibliography before directed study is approved. All proposals must be approved in semester preceding the semester in which student wants to complete directed study. Proposal cannot be a substitute for a course that is in the catalogue. Prerequisites: 3.0 GPA and permission of faculty member and chair of the Department of Communication Studies.

CC 499
Internship in Communication
4 or 8 credits

Up to 8 credits count toward major requirements. Only juniors and seniors with a current GPA of 2.7 or above are eligible, and permission of the instructor is required. A 4-credit internship requires 16 hours a week and an 8-credit internship requires 32 hours a week for a 12-week period. Maximum of 8 credits of internship and 12 credits of any combination of internship, directed project, and directed study may be applied to total graduation requirements. Students must participate in Internship Experience Workshop through Career Services the semester before internship and consult Academic Calendar for registration deadlines. Students wishing to participate in an internship in the Los Angeles, California, area must be enrolled in the Emerson Los Angeles Program.

Ethics, Philosophy, and Religion Courses

PH 105
Introduction to Ethics
4 credits
Introduction to important theories on nature of the good in human conduct. Theories belong to Western philosophical tradition and include works of Plato, Aristotle, Kant, Mill, and others. Fulfills Ethics and Values Perspective of General Education requirement. (Semester varies)

PH 110
Ethics and Justice
4 credits
Considers ethical theories and theories of justice, especially those related to questions of economic, criminal, political, and social justice. Fulfills Ethics and Values Perspective of the General Education requirement. (Semester varies)

PH 112
Religion in Eastern Cultures
4 credits
The origin and development of Hinduism in India; Buddhism in India, China, and Japan; Taoism and Confucianism in China; and Shintoism in Japan. Reading of original texts, development of doctrine in each religious tradition, and literary, artistic, and cultural impact of each religion on Eastern civilizations. Fulfills General Education Global Diversity requirement. (Semester varies)

PH 200
Contemporary Ethics
4 credits
Contemporary ethical issues of abortion, euthanasia, capital punishment, and affirmative action examined in light of major theories of ethics and morals from the history of Western philosophy. Fulfills Ethics and Values Perspective of General Education requirements. (Semester varies)

PH 203
Special Topics in Ethics or Value Theory
4 credits
Topics announced prior to each term may include: Art and Politics, Media Ethics, Feminist Ethics, Political Philosophy, or Judaism. Course may be repeated for credit if topics vary. Fulfills Ethics and Values Perspective of General Education requirements. (Semester varies)

PH 204
Environmental Ethics
4 credits
Considers philosophical ethics in relation to environmental issues. Topics include: religious beliefs as a foundation for environmental commitments, duties and obligations toward other species, "deep ecology," ecofeminism, economic imperatives versus environmental concerns, and disproportionate burden of environmental problems borne by certain groups. Fulfills Ethics and Values Perspective of General Education requirements. (Semester varies)

PH 210
Narrative Ethics
4 credits
Overview of classical and modern approaches to ethical theory using examples from fiction and film to show how ethical theories can be applied. Connect abstract theory with "real life" through storytelling and story analysis to understand and evaluate moral issues. Fulfills Ethics and Values Perspective of General Education requirements. (Semester varies)

PH 300
Community, Communication, and Public Policy
4 credits
Studies in political philosophy and debate between liberalism and communitarianism. Prerequisite: sophomore standing. (Semester varies)

PH 498
Directed Study in Philosophy/Religion
2 or 4 credits
For students interested in advanced study in specific areas of philosophy or religion. Prerequisites: 3.0 GPA, completion of any Philosophy course, and permission of the instructor and department chair.

Sociology Courses

SO 150
Principles of Sociology
4 credits
Introduces key sociological concepts, methodologies that provide pivotal tools for critical analysis of structures, agents of power focusing on roles shaping relationships, and institutions in local and global communities. Explores historical biographies that shape worldviews. Brings history to bear on present to identify and shape sociological imagination. Hands-on approaches extend learning beyond classroom, ensuring theory linked to practice. Learn and live sociology as an integral aspect of individual and community identities. Fulfills Social and Psychological Perspective of General Education requirements. (Semester varies)

SO 200
Communities and Race Relations
4 credits
History and sociology of racial and ethnic groups in United States including consideration of group tensions and aggressions. Overview of social experiences of major ethnic groups that entered the United States, and selected Native American societies. Modern issues of inter-group relations examined. Fulfills Social and Psychological Perspective and General Education U.S. Diversity requirement. (Semester varies)

SO 206
Gender in a Global Perspective
4 credits
Gender in a comparative and global context framed by interdisciplinary perspectives from sociology, anthropology, psychology, and cultural studies; social construction of gender across cultures; globalization as web of complex forces shaping gender-construction activities and institutions; compare experiences with other cultures; analyze work, play, and intimacy and institutional structures including religion, politics, military, media, and the economy. Fulfills Social and Psychological Perspective and General Education Global Diversity requirement. (Semester varies)

SO 207
Dance, Ritual, and Society
4 credits
Sociological examination of dance and ritual in creating and challenging societal order in diverse cultures throughout the United States and the world. Use interdisciplinary and cross-cultural perspectives primarily from sociology, anthropology, and psychology as introduction to dance and ritual studies. Impact of dance and ritual practices on social structure and individual identity. Fulfills Social and Psychological Perspective of General Education requirements. (Semester varies)

SO 208
Visual Society
4 credits
Social theories of economic cultural change describe increasing significance of visual images and decline of texts, oral communication, and face-to-face interactions. Visualization of culture considered in connection to economic globalization and shift from production to consumption economies examined in television, websites, billboards, clothing, and window displays. Visual-ethnographic studies explore effects of visual culture (electronic and digital images, video, film, photography, magazine images) on identity, race, sexuality, politics, opportunity, community, and tradition. Fulfills Social and Psychological Perspective of General Education requirements. (Semester varies)

SO 300
Community, Identity, and Social Advocacy
4 credits
Theory and practice of effective, ethical communication on behalf of constituent groups. Needs assessment, resource identification, development (including grant writing), public advocacy, and program review. Prerequisite: sophomore standing. (Semester varies)

SO 303
Culture and Power
4 credits
Production of culture and meaning in everyday life employing perspectives from sociology of culture and cultural studies. Subjectivity and agency relation to social structure. Formation, expression of individual and collective identities, and contestation of ideology in life activities such as eating, dressing, dancing, watching television, and shopping. Ethnography explores everyday activities that define sense of selves and power, give meaning while organizing social institutions and processes. Fulfills Social and Psychological Perspective of General Education requirements. (Semester varies)

SO 320
Sociology of Everyday Life
4 credits
Advanced introduction to sociology of everyday life. Sociological approaches to study of language and social behavior in everyday settings. Study of some specific social setting or familiar features of modern urban life. Gain direct experience with setting or phenomenon using audio, visual, and/or photographic recordings. Fulfills Social and Psychological Perspective of General Education requirements. (Semester varies)

SO 360
Deviance and Social Control
4 credits
Examine various forms of social control, use of power constructing normative boundaries that differentiate normal and deviant perspectives. Media roles within popular culture, and overviews of differing academic perspectives include specific grand theories evidenced through sociological imagination; varieties of violent forms; sexual configurations; mental disorders; substance usages; white-collar dysfunctions; governmental-economic forms. Ethical dimensions of choice change through personal self-critique or examination of career roles in chosen media specialties. Fulfills Social and Psychological Perspective of General Education requirements. (Semester varies)

SO 498
Directed Study in Sociology
2 or 4 credits
Individual projects planned in collaboration with instructor to meet students' specific interests within the social sciences. Prerequisites: 3.0 GPA and permission of instructor and department chair.

School of Communication
Department of Journalism

Professors Gup (Chair) and Paraschos; Associate Professors Della-Giustina, Kolodzy, Lanson, and Robins; Assistant Professors Brown, Kim, Leccese, and Niwa; Journalists-in-Residence Riley and Struck; Leader-in-Residence Simpson; and Historian-in-Residence Verter.

The Department of Journalism is committed to educating journalists who can bring intelligence and context to the complex issues facing our diverse world. Its faculty members are dedicated to molding ethical journalists capable of developing original and significant stories, and of reporting, synthesizing, analyzing, and writing the news in ways that increase public understanding and awareness.

Programs

The department has designed a curriculum that weds theory and practice, criticism and application, and a liberal arts foundation with rigorous professional training. Its students will complete a broad-based core of liberal arts courses to give them a foundation of understanding about the world in which they live and work and the curiosity to learn more about it.

Students will learn by studying in the classroom and by working in the field. The faculty is dedicated to producing graduates who leave the college with both an understanding of the role of journalism in society and a professional portfolio demonstrating their skills.

Those majoring in journalism specialize in either print and multimedia or broadcast. But, recognizing an industry trend toward cooperation and teamwork among print, broadcast, and online newsrooms, the department requires students to take an integrated core curriculum. This exposes them to ways in which all media are converging and new media are redefining the concepts and delivery of news. In addition to teaching journalistic skills, the curriculum examines the historical development of contemporary mass media; the legal, ethical, and cultural framework within which journalists operate; and the impact of new technologies on the professional and business climate of news.

Students are encouraged to participate in campus and professional media through co-curricular activities and internships. Among those outlets available on the Emerson campus are the school newspaper, *The Berkeley Beacon*, and the news programs of WECB (AM), WERS (FM), WEBN, and Emerson Independent Video. Students educated in journalism have found careers in television and radio news, newspapers, online news sites, magazines, newsletters, nonprofit public relations, government public information, and corporate business communication.

All incoming journalism students will be tested during orientation to ensure they have the necessary foundational knowledge in grammar and government required for journalistic competence. If a student scores below 65 percent on the test, he/she will be required to attend refresher workshops. He/she must then retake and pass the test before being able to register for JR 102.

The faculty of the undergraduate degree program in Journalism is committed to the following learning objectives:

1. Students will understand and be able to apply First Amendment principles, including freedom of speech and press, and the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.
2. Students will develop an understanding of the history and role of journalism in a democratic society.
3. Students will understand and apply professional ethical principles in pursuit of truth, accuracy, and fairness; and understand contemporary challenges to those journalistic principles.
4. Students will be able to gather and analyze information accurately, efficiently, and intelligently, and to present it compellingly in an increasingly visual and technological world.
5. Students will be able to think critically and to write about events and issues clearly, succinctly, and in context.
6. Students will be able to revise writing and craft a story effectively.
7. Students will develop a respect for diversity and individuality so their reporting will reflect a society of varied lifestyles and cultures.

Additional Core Requirements for Journalism Majors

All majors in the Department of Journalism are required to take PL 225 U.S. Government and Politics. Journalism students also must complete one additional oral communication course to the college-wide requirement. Broadcast Journalism majors are required to take CC 265 Professional Voice and Speech. Print Journalism majors are required to take CC 263 Argument and Advocacy.

Students pursuing a Bachelor of Science degree in Journalism must complete 44 credit hours. All students must complete the following:

JR 101	Discovering Journalism
JR 102	The Newsgathering Process
JR 200	Images of News
JR 290	Journalism Law and Ethics

Students majoring in Print and Multimedia Journalism also must complete: JR 204 Print: Covering the Day's News, JR 304 Print: Beat Reporting, JR 404 News Editing and Design, and one of two culminating "capstone" courses, JR 590 Online Publishing or JR 592 Public Affairs Reporting. In addition, students must take a total of 12 credit hours in departmental electives. At least four of these hours must be in a craft- or skills-based elective, and at least four must be in a conceptual or lecture/discussion-based elective.

Print and Multimedia craft electives include: JR 205, JR 364, JR 408, JR 452, JR 460, JR 462, JR 497, JR 498, JR 499, JR 562, and JR 595.

Conceptual electives may include: JR 364, JR 485, JR 555, JR 570, JR 571, JR 574, and JR 585.

Students majoring in Broadcast Journalism also must complete: JR 205 Broadcast Journalism, JR 305 Radio Producing, JR 418 Television News Producing, JR 419 ENG/TV News Reporting, and one of three capstone courses, JR 590 Online Publishing, JR 591 Broadcast Journalism Practicum, or JR 592 Public Affairs Reporting. In addition, students must take 8 credit hours in departmental electives.

Broadcast Journalism electives may include: JR 304, JR 364, JR 408, JR 452, JR 460, JR 462, JR 485, JR 497, JR 498, JR 499, JR 555, JR 561, JR 562, JR 570, JR 571, JR 574, JR 585, and JR 595.

Suggested Sequence of Courses for Undergraduate Majors

Print and Multimedia Journalism Sequence

Freshman Year	
JR 101	Discovering Journalism
JR 102	The Newsgathering Process

Sophomore Year	
JR 200	Images of News
JR 204	Print: Covering the Day's News
JR 290	Journalism Law and Ethics
JR 304	Print: Beat Reporting

Junior Year	
JR 404	News Editing and Design
JR 408	Interactive News (required for JR 590 capstone) or One Journalism elective

Senior Year	
JR 590	Online Publishing or
JR 592	Public Affairs Reporting
	Two Journalism electives

Broadcast Journalism Sequence

Freshman Year	
JR 101	Discovering Journalism
JR 102	The Newsgathering Process

Sophomore Year	
JR 200	Images of News
JR 205	Broadcast Journalism
JR 290	Journalism Law and Ethics
JR 305	Radio Producing

Junior Year	
JR 418	TV News Producing
JR 419	ENG/TV News Reporting
	One Journalism elective

Senior Year	
JR 590	Online Publishing
JR 591	Broadcast Journalism Practicum or
JR 592	Public Affairs Reporting
	One Journalism elective

Minor Programs

The Department of Journalism offers students majoring in other programs of the College the opportunity to pursue a minor in Journalism. A minor requires a minimum of 16 credits and students may use up to 8 credits from the General Education requirements toward a minor.

Journalism Minor	
JR 101	Discovering Journalism
JR 102	The Newsgathering Process
JR 204	Print Journalism or
JR 205	Broadcast Journalism

One of the following courses:	
JR 200	Images of News
JR 290	Journalism Law and Ethics
JR 364	Specialized Reporting
JR 485	Journalism Topics

JR 555	Reporting Issues of Diversity
JR 570	Global Journalism
JR 571	Newsroom Management
JR 574	The Press and Propaganda
JR 585	Journalism Topics

History Minor

HI 102	Western Civilization and Culture or
HI 200	Contemporary World History
	Three other History courses

Political Science Minor

PL 225	U.S. Government and Politics
	Three other Political Science courses

Journalism Courses

JR 101
Discovering Journalism
4 credits

Explores the role of news in U.S. history, from its beginnings in the American Revolution to today's world of "all news all the time." Gain tools to analyze and understand how print, broadcast, and online news organizations have evolved. Examine parallels between issues raised by the explosion of online news and earlier periods in journalistic evolution. Explore issues confronting the contemporary journalist by learning how news has evolved. Study the First Amendment and address ethical dilemmas faced by those practicing journalism.

JR 102
The Newsgathering Process
4 credits

Establishes foundational skills to write, report, and deliver the news using a sound, focused idea and specific authoritative information. Examine how to identify, focus, and find news; to ferret out and make sense of online and library records; and to select sources and measure reliability and authoritativeness. Learn how to interview, write leads, and structure stories for print, broadcast, and online news, emphasizing journalistic standards such as accuracy and fairness. Prerequisite: JR 101 for freshmen. (Co-requisite for transfers.)

JR 200
Images of News
4 credits

Develops a framework for understanding the power of images and sound in conveying news. Study the history, aesthetics, content, and context of visual storytelling. Rotate through introductory labs on such tools as still photography, audio recording, videography, and HTML. Develop team-based multimedia stories to report news using different media. Examine ethical challenges in a digital age when image and sound manipulation can distort reality and compromise journalistic integrity. Prerequisite: JR 102. Recommended: Take JR 200 concurrently with JR 204 or JR 205.

JR 204
Print: Covering the Day's News
4 credits

Develops skills needed to report and write basic print stories on deadline. Learn the fundamentals of writing for a print medium with significant critique of story organization, leads, attribution, and style. Write and report on a variety of events in the city and on the Emerson campus. Prerequisite: JR 102. Recommended: Take concurrently with JR 200.

JR 205
Broadcast Journalism
4 credits

Develops and sharpens skills in writing for radio and TV news. Begin basics of radio beat reporting and develop interviewing skills for broadcast media. Evaluate newscasts and learn to produce them. Prerequisite: JR 102. Recommended: Take concurrently with JR 200.

JR 290
Journalism Law and Ethics
4 credits

Examines the American legal system and its relationship to the press. Gain an understanding of journalists' rights and ethical responsibilities. Study case law that sets legal limits for journalists. Examine ethical decision-making in gray areas. Understand basic structure and processes of federal and state courts. Prerequisite: JR 101.

JR 304
Print: Beat Reporting
4 credits

Enhances and hones skills needed to develop news in a specific geographic or subject "beat" area and to report and write/produce those stories in forms suitable for print and online news audiences. Explores the means of finding, developing, and reporting original "enterprise" stories, and of writing them using a variety of story structures. Should publish stories via Journalism Students' Online News Service, community newspapers, and *The Berkeley Beacon*. Prerequisite: JR 204 or JR 205.

JR 305
Radio Producing
4 credits

Produce, write, and anchor radio newscasts on deadline, building them, in part, on original reporting. Conduct in-depth analyses of writing, story selection, agenda setting, and the gate-keeping processes. Develop skills in formatting and timing, including sound for radio newscasts. Prerequisite: JR 205.

JR 346
The Berkeley Beacon Laboratory
1 non-tuition credit

Participate in workshops and post-production critique and evaluation of specified reporting and editing assignments on the College newspaper, *The Berkeley Beacon*. Credit is awarded at the end of the semester following an evaluation by the instructor. May be repeated up to 4 credits. Course is offered Pass/Fail. Does not count toward the Print Journalism major. Prerequisite: permission of instructor.

JR 347
WEBN
1 non-tuition credit

Participate in workshops and post-production critique and evaluation of reporter packages, newscasts, sportscasts, and special programs for WEBN, the weekly programming of the campus chapter of the Radio-Television News Directors Association. Credit is awarded at the end of the semester following an evaluation by the instructor. May be repeated up to 4 credits. Course is offered Pass/Fail. Does not count toward Broadcast Journalism major. Prerequisite: permission of instructor.

JR 364
Specialized Reporting
4 credits

Develops background knowledge, understanding, and expertise in a specialized area of journalism. Topics vary from semester and year and may include computer-assisted reporting, sports reporting, political reporting, investigative reporting, environmental reporting, and business reporting. May be repeated for credit if topics differ. Prerequisite: JR 204 or JR 205.

JR 404
News Editing and Design
4 credits

Develop and practice the craft of editing: refining news copy and choosing how and where it will run in a newspaper or on a website. Learn to edit stories for content, structure, word usage, and story flow. Write headlines and design pages. Explore issues of style, bias, stereotyping, fairness, and taste. Learn appropriate software needed to design pages. Prerequisite: JR 304.

JR 408
Interactive News
4 credits

Understand and learn reporting, writing, and producing online news. Explore, evaluate, and analyze "best practices" of online news publications, online technologies, and their use in digital

storytelling and delivery of breaking news. Configure and maintain a blog to critique news sites. Learn to work in a team or individual environment to produce basic multimedia stories. Prerequisite: JR 204 or JR 205. Required junior year for students taking the Online Publishing (JR 590) capstone.
(Spring semester)

JR 418
TV News Producing
4 credits
Experience deadline-driven television newsroom operations by producing newscasts and rotating through newsroom jobs such as tape editor, writer, producer, anchor, reporter, and videographer. Write news scripts, edit video to tell a news story, organize and produce a newscast, coordinate video elements for a newscast, and work together as a broadcast news team. Prerequisite: JR 305.

JR 419
ENG/TV News Reporting
4 credits
Work in the field to research, shoot, write, and edit video news stories. Develop reporting and interviewing skills, visual acuity, writing for the eye and ear, and general TV performance abilities. Learn and utilize the technical aspects of ENG shooting and editing. Prerequisites: JR 305 and JR 418. Can be taken concurrently with JR 418.

JR 452
Review and Editorial Writing
4 credits
Explore and understand the content and approach of expository writing styles used in reviews and editorials. Write and publish a variety of reviews, editorials, and pieces of criticism. Prerequisite: JR 204 or JR 205. (Semester varies)

JR 460
Feature Writing
4 credits
Research, organize, write, and market feature articles for publication in newspapers and magazines. Develop techniques for finding and focusing stories, interviewing in-depth, improving observation, and storytelling. Analyze and apply a variety of feature writing approaches, from the personal essay to the dramatic narrative. Prerequisite: JR 204 or JR 205. (Fall semester)

JR 462
Photojournalism
4 credits
Explores photography as a journalistic storytelling medium by learning how to communicate news visually in a variety of situations. Develops skills such as shooting pictures on deadline, writing concise and compelling cutlines, and editing for impact. Through historical and contemporary examples, learn about the power of photojournalism to document, inform, entertain, persuade, and provoke emotion. Examine the ethical and legal challenges of photojournalism. Prerequisite: JR 204 or JR 205. (Semester varies)

JR 482
***The Berkeley Beacon* Management**
4 credits
Available only to students appointed to top editorial positions at *The Berkeley Beacon* newspaper. Does not apply to the Journalism major. Assignments include journal writing, critiques of the paper, and discussions of problems in management. Prerequisite: nomination to the position of editor or managing editor.

JR 485
Journalism Topics
4 credits
Develop background knowledge, understanding, and expertise in a specialized area of journalism. Topics vary from semester and year and explore various aspects of journalism theory and practice. This is reserved for courses being introduced on a one-time or developmental basis. May be repeated for credit if topics differ. Prerequisites vary with topic.
(Semester varies)

JR 497
Directed Project
2 or 4 credits

Participate in special learning opportunities designed to work closely with a faculty member on a creative project not realizable through existing courses. The College cannot guarantee logistical support for such projects, and equipment and facilities may need to be procured at the student's expense. Prerequisites: satisfactory completion of the first two skills courses in either the print or broadcast journalism sequence, 3.0 GPA, and permission of instructor and chair.

JR 498
Directed Study
2 or 4 credits

Participate in special learning opportunities designed to work closely with a faculty member on a scholarly project. Prerequisites: 3.0 GPA and permission of instructor and chair.

JR 499
Internship
4 or 8 credits

Students may only apply 4 internship credits toward the Journalism major. Internships, typically at a radio station, TV station, newspaper, magazine, or online news site, must be journalistic in nature and must be cleared in advance by the department's internship coordinator. Students are supervised by an approved full-time employee of the organization at which they work and by the internship coordinator. Students are required to keep a journal of their activities, to meet with the internship coordinator and other interns at least three times a semester, and to complete other tasks assigned by the department. Prerequisites: junior or senior standing, a grade point average of 2.7 or above, a recommendation from a journalism instructor, and completion of JR 304 or JR 305. A 4-credit internship requires 16 hours a week over a 12-week period and an 8-credit internship requires 32 hours a week over a 12-week period. No more than 8 credits of internship and no more than 12 credits of any combination of internship, directed project, and directed study may be applied to the total graduation requirements. Students must participate in the Internship Experience Workshop offered through Career Services prior to the start of the internship, and should consult the Academic Calendar for registration deadlines. Students who wish to participate in an internship in the Los Angeles, California, area must be enrolled in the Emerson Los Angeles Program.

Senior standing required for all 500-level courses.

JR 555
Reporting Issues of Diversity
4 credits

Develops knowledge and critical thinking skills to function and thrive as a journalist in America's culturally diverse society. Analyzes media coverage of a wide spectrum of underrepresented groups, and challenge personal and societal stereotypes. Learn from guest speakers, readings, and videos about the realities of different groups as well the job of journalists trying to cover them. Fulfills the General Education U.S. Diversity requirement. Prerequisite: JR 204 or JR 205. (Spring semester)

JR 561
TV News Magazine and Documentary
4 credits

Take a behind-the-scenes look at TV news magazines and documentaries with a focus on research, reporting, and production techniques. Explore how to put together longer-form stories from the initial pitch to the final product. Examine the importance of character development and dramatic storytelling. Understand effective management practices from controlling budgets to directing personnel. Prerequisite: JR 419. (Semester varies)

JR 562
The Magazine
4 credits

Learn about the magazine as a journalistic form. Originate, research, and write articles; and attempt to market them to professional outlets. Critique the magazine industry, from analyzing editorial decisions to understanding the importance of niche and audience. Prerequisite: JR 460. (Semester varies)

JR 570
Global Journalism
4 credits

Understand the mass media in other countries. What are they like? What are their differing philosophies? How do their practices differ? Examine concepts of press freedom, media conglomeration and globalization, and the use and impact of new media technologies. Go online to communicate with other journalists around the world and to monitor international news and issues. Fulfills the General Education Global Diversity requirement.
(Semester varies)

JR 571
Newsroom Management
4 credits

Two approaches may be offered. One focuses on the range of issues faced by media managers. Examine operations, personnel recruiting, training and evaluation, newsroom skills development, ratings, budget control, use of new technologies, and planning. The other focuses more directly on women and media management and involves conducting case studies and developing career strategies and leader profiles. (Semester varies)

JR 574
The Press and Propaganda
4 credits

Examines the history of propaganda and its relationship to journalism. Look at propaganda during war, in political campaigns, and in coverage of business and entertainment. (Semester varies)

JR 585
Journalism Topics
4 credits

Develops background knowledge and expertise in a specialized area of journalism. Topics vary from semester and year and explore various aspects of journalism theory and practice. Course category is reserved for courses being introduced on a one-time or developmental basis. May be repeated for credit if topics differ. Prerequisites vary with topic. Designated for seniors and graduate students only.
(Semester varies)

JR 590
Online Publishing
4 credits

Create a series of multimedia stories for a personal portfolio of online journalistic work. Learn advanced tools for creating interactive stories to produce immersive journalistic stories. Use text, video, audio, and photos to produce journalistic stories that are difficult to tell in print or broadcast alone.
Prerequisite: JR 408.

JR 591
Broadcast Journalism Practicum
4 credits

Refine and further develop ENG or producing skills at an advanced level with the goal of putting together a professional portfolio by semester's end. In addition to completing a body of work, students are expected to engage in in-depth research and critical analysis.
Prerequisite: JR 419.

JR 592
Public Affairs Reporting
4 credits

Explores and tackles the challenges of depth reporting about issues of government and civic life. Prepare print, online, or radio news reports related to Massachusetts state government and local municipal government for outlets throughout the state, culminating in a portfolio of best work. Gain some expertise in the workings of state and city government through readings, trips, and lectures.
Prerequisite: JR 404 or JR 419.

JR 595
Multimedia Journalism Practicum
4 credits

Learn to produce all facets of the Journalism Students' Online News Service (JSONS). Use the city and the College as a news laboratory to write news in text form and produce audio and video news stories. Work as editors to process the news for the daily news site. Work individually and in teams, utilizing state-of-the-art Internet-ready equipment to produce journalism in a "newsroom without walls" environment. (Semester varies)

History Courses

HI 102
Western Civilization and Culture
4 credits

Study the rise of civilization from its beginnings in the Neolithic Revolution through the classical empires, the Middle Ages, the Renaissance, and the hegemony of European and American civilization throughout the world. Explores in greater detail the influence of Judaism and Christianity in this process. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

HI 200
Contemporary World History
4 credits

Integrates the political, social, intellectual, literary, and artistic aspects of the 20th-century landscape in examining such major themes as nationalism and the disintegration of empires; war and revolution; anti-colonial movements in Asia, Africa, and Latin America; and the efforts to construct a new world order. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

HI 201
Non-Western World History
4 credits

Examines history in a variety of non-Western contexts. The content will vary based upon the non-Western context selected for the semester. Students will focus upon historical events and the impact of these events for civilization in Asian, African, or Middle Eastern contexts. Fulfills the Historical Perspective and the General Education Global Diversity requirements. (Semester varies)

HI 203
Social Movements in the U.S.
4 credits

Examines political movements of industrial and agricultural workers, the unemployed, and the poor to gain power and economic rights since the Great Depression. Chronicle movements that shaped the policies of the New Deal and the Great Society, and analyze the ways in which these movements fostered a conservative response late in the century. Explore history in the context of the ideals of democratic liberalism, the emerging power of corporate capitalism, and the modern conservative political coalition. Study historical texts and a variety of cultural sources (literature, films, photographs, songs, and museum exhibitions). Fulfills the Historical Perspective and the General Education U.S. Diversity requirements. (Semester varies)

HI 204
Islam in the World
4 credits

Pursue an interdisciplinary study of the origins of Islam and the role of Mohammed, the global expansion of the faith, the theology and thought of the Koran and Moslem traditions, and forms of art and architecture generated by the teachings of the prophet. Explore the impact of the renewal of Islam and its increasing role in the modern world. Fulfills the Historical Perspective and the General Education Global Diversity requirements. (Semester varies)

HI 205
History of England
4 credits

Study the history of England from the Norman Conquest through the 20th century. Focus on understanding the personalities of the rulers, the rise of parliamentary government, the interaction of England and other European nations, and the rise and decline of the British Empire. Included are discussions of how Shakespeare and Hollywood have depicted and often distorted English history. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

HI 208
The World Since 1914
4 credits

Explore and develop an understanding of modern history by focusing on an examination of the Russian Revolution, Nazi Germany, Fascist Italy, the origins and events of World War II, the Cold War, and the Vietnam War. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

HI 211
African-American History
4 credits
Survey sub-Saharan history of the pre-colonial era, and the history of African Americans from the slave trade through the Civil War to the present. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

HI 220
Russian and Soviet History
4 credits
Survey Russian history from the 9th century to the present. Emphasis is placed on the growth and development of Muscovite and Imperial Russia; the revolution of revolutionary thought and action; the nature of Russian communism; the significance of the Bolshevik Revolution; and the growth, collapse, and aftermath of the Soviet state. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

HI 223
Renaissance and Reformation Thought
4 credits
Explores the creativity of the Renaissance and Reformation through the new ideas of the great thinkers of the period, including the Italian Humanists Petrarch and Machiavelli, and the Protestant Reformers Luther and Calvin. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

HI 235
History of the United States
4 credits
Study the history of the United States from its colonial beginnings to the present, focusing on the Civil War and its consequences. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

HI 498
Directed Study in History
2 or 4 credits
Conduct individual projects planned in collaboration with the instructor to meet students' specific interests within history. Prerequisites: 3.0 GPA and permission of instructor and department chair.

Political Science Courses

PL 220
International Politics
4 credits
Explores the nature, techniques, and problems of interaction among states. Understand the development of the modern state system, the evolution of alliances and collective security, and the role of law, morality, and international organizations. Analyzes in depth the history of America's involvement in the international relations of the 20th century. (Semester varies)

PL 225
U.S. Government and Politics
4 credits
Develop knowledge and understanding about the American political system including national, state, and local government. Examine constitutional foundations, citizenship, civil liberties, public opinion, political parties, the electoral system, and the legislative process as well as the judicial history of these issues. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

PL 231
Personality, Power, and Politics
4 credits
Study historical personalities (such as Napoleon, Bismarck, Lenin, Hitler, Gandhi, Mao, Mandela, and Gorbachev) whose political ideas have contributed to the contemporary debate concerning the origins of the modern world. Learn about leadership concepts, models, and techniques, as they apply to the formation of mass political movements. Examine films, journalistic accounts, and historical commentary for an interdisciplinary approach to the study of political issues and events. Fulfills the

Social and Psychological Perspective of the General Education requirements. (Semester varies)

PL 240
Communication, Politics, and Law
4 credits

Develop an interdisciplinary understanding of the political–legal communication field with emphasis on the U.S. Constitution and the legal system as well as constructing and communicating political-legal arguments. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

PL 300
Campaigns and Elections
4 credits

Use theoretical and empirical analysis to learn about the ways Americans elect their leaders. Examine several themes such as electoral systems, political parties, primary and general elections, the role of money, and the role of the media as they relate to the American system of campaigns and elections. Fulfills Social and Psychological Perspective of the General Education requirements. (Semester varies)

PL 328
Political Thought
4 credits

Analyzes the evolution of political theory from early Greece to the present. Study the formation of the Western political tradition and the relationship of political theory to the development of absolutism, constitutional monarchy, liberal democracy, and socialism. Understand the issues of idealism and realism in political thought, individual rights versus the needs of the collective, and the relation of these considerations to the emergence of totalitarian political ideologies. Fulfills Ethics and Values Perspective of the General Education requirements. (Semester varies)

PL 332
Civil Rights
4 credits

Review and develop an understanding of the United States Constitution, congressional legislation, and Supreme Court cases affecting and controlling minority rights from 1776 to the present. Fulfills the Historical Perspective and the General Education U.S. Diversity requirements. (Semester varies)

PL 333
The First Amendment
4 credits

Study in depth the U.S. Constitution and federal laws as they relate to communication. Develop an understanding of the First Amendment, the Federal Communication Commission, and political speech. Fulfills the Historical Perspective of the General Education requirements. (Semester varies)

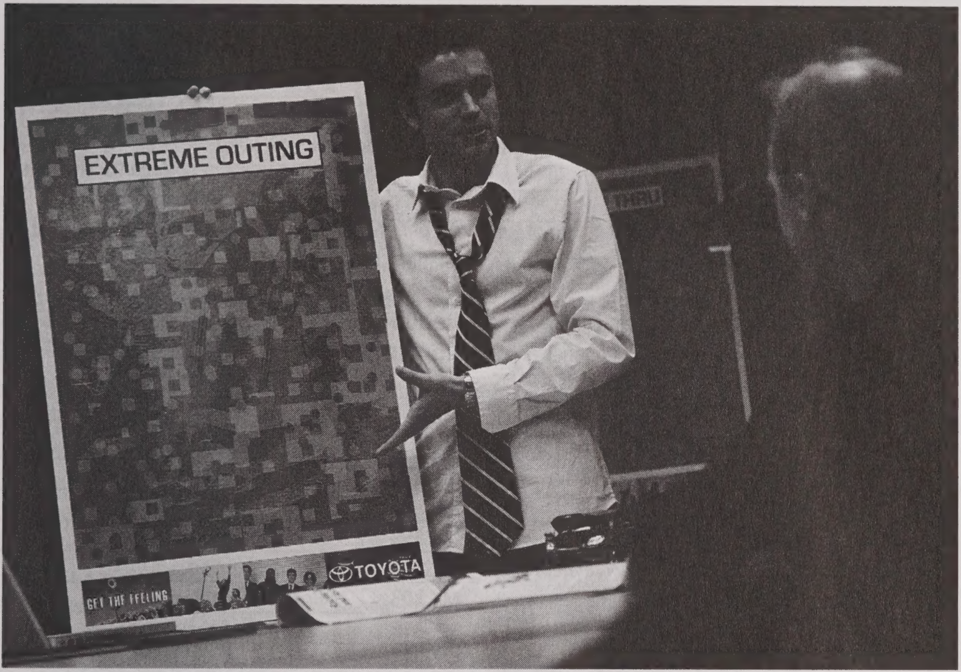
PL 334
Development of the U.S. Welfare State
4 credits

Examines how Americans have cared for themselves and others in times of need. Take a long view, starting with the Puritans, at the debate in America as to the proper way to deal with epidemics, poverty, old age, infirmity, and unemployment. Explore causation, focusing heavily not simply on what has existed, but more importantly, why. Develop and use analytical tools needed to understand American social policy and the welfare state. Fulfills Historical Perspective and the General Education U.S. Diversity requirements. (Semester varies)

PL 498
Directed Study in Political Science
2 or 4 credits

Conduct individual projects planned in collaboration with the instructor to meet students' specific interests within political science. Prerequisites: 3.0 GPA and permission of instructor and department chair.

School of Communication
Department of Marketing Communication



Professor Davis, (Chair); Associate Professors Vogel and Youn; Assistant Professors Lellis, Lieb, and Raheem; Executives-in-Residence Anderson, Baehr, Hodges, Millea, Quintal, Rowean, Vanzura, and Waters.

Course offerings in the Department of Marketing Communication prepare students for careers in the integrated fields of marketing, advertising, public relations, brand communications, sales, promotions, and e-commerce. The major is grounded in a core of courses in integrated marketing communication, consumer behavior, and campaign planning and implementation. The goal is to prepare professional communicators who are creative, strategic, and ethical—who understand the power of communication to influence attitudes and behaviors, and who are able to design and manage strategic campaigns for diverse profit and nonprofit organizations and clients.

Rooted in applied communication studies, the social sciences, and business administration, our program balances solid grounding in theory with practical training in professional skills. Along with classwork, students undertake internships that help them develop and apply their knowledge in the working world. Most courses take place at the Boston campus, but students can also do coursework and internships in global locations such as Los Angeles, The Netherlands, and Taiwan.

The Department of Marketing Communication is committed to providing professional-level experiences for its students by supporting participation in EmComm, a faculty-supervised and student-run integrated marketing communication firm that works with clients in the greater Boston community; PRSSA, the student chapter of the National Public Relations Society of America; and AMACC, the student chapter of the American Marketing Association.

The faculty of the undergraduate degree program in Marketing Communication is committed to the following learning objectives:

1. Students will demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
2. Students will demonstrate an understanding of the diversity of groups in a global society in relationship to communications.
3. Students will understand concepts and apply theories in the use and presentations of images and information.
4. Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity.
5. Students will think critically, creatively, and independently.
6. Students will conduct research and evaluate information by methods appropriate to the communications professions in which they work.
7. Students will write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve.
8. Students will critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness.
9. Students will apply numerical and statistical concepts.
10. Students will apply tools and technologies appropriate for the communications professions in which they work.

Programs

Marketing Communication: Advertising and Public Relations

The Marketing Communication: Advertising and Public Relations program prepares students for careers and advanced study in the distinct yet related fields of marketing communication in profit and nonprofit contexts. The curriculum is developed through core and elective courses that combine theory and practice. Core courses reflect a guiding philosophy that marketing communication professionals must optimize the contribution of different communication disciplines when developing persuasive programs. Therefore, the core courses emphasize fundamental elements of marketing, advertising, and public relations as well as how they interact in communication programs. Students use elective courses in the program to develop a deeper understanding of how advertising and public relations programs are built.

Required Marketing Communication Courses

MK 200	Communication, Media, and Society
MT 207	Statistics
MK 255	Principles of Marketing
MK 257	Principles of Public Relations
MK 259	Principles of Advertising
MK 302	Media Planning
MK 303	Research Methods
MK 315	Consumer Behavior
MK 354	Writing for Marketing Communication
MK 401	Strategic and Creative Planning for IMC
MK 404	Campaign Planning
	Two MK Marketing Communication Electives

Total credits: 52

Suggested Specializations Within the Marketing Communication Major

Complete three courses in one of the following areas:

Specialization in Public Relations

MK 257	Principles of Public Relations
MK 356	Media Relations
MK 471	Topics in Marketing Communication
MK 499	Internship in Public Relations
CC 432	Crisis Communication

Specialization in Advertising

MK 259	Principles of Advertising
MK 308	Design and Layout
MK 309	Copywriting
MK 340	Sales Promotion/ Special Event Management
MK 471	Topics in Marketing Communication
MK 499	Internship in Advertising

Specialization in Entertainment Marketing

MK 257	Principles of Public Relations
MK 259	Principles of Advertising
MK 444	Entertainment Marketing
MK 471	Topics in Marketing Communication
MK 499	Internship in Entertainment Marketing

Minor Programs

The Department of Marketing Communication offers students the opportunity to pursue minors that are complementary to the major programs offered throughout the College. The Entrepreneurial Studies minor requires 16 credits, two 8-credit courses that can only be taken at Emerson. The Business Studies for Communication and the Arts minor requires 20 credits, 16 of which must be taken at Emerson. Courses used toward the Entrepreneurial or Business Studies minors may not be applied toward the Marketing Communication major. Students not majoring in the department may pursue the Marketing Communication minor, which requires 16 credits, 12 of which must be taken at Emerson.

Entrepreneurial Studies Minor

MK 472	Entrepreneurship I
MK 473	Entrepreneurship II

Business Studies for Communication and the Arts Minor

MB 200	Principles of Business
MB 300	Marketing, Sales, and Logistics
MB 310	Finance and Accounting
MB 400	Business Policy and Strategy

One course from the following:

CC 203	Intercultural Communication
EC 203	Principles of Economics

Marketing Communication: Advertising and Public Relations Minor

MK 255	Principles of Marketing
MK 257	Principles of Public Relations
MK 259	Principles of Advertising

One course from the following:

MK 302	Media Planning
MK 303	Research Methods
MK 315	Consumer Behavior
MK 354	Writing for Marketing Communication
MK 356	Media Relations

Marketing Communication Courses

MK 200
Communication, Media, and Society
4 credits
Explores basic concepts and theories about communication and the media as they apply to marketing communication. A variety of mass communication frameworks provides the basis for examining factors that influence the development of advertising and public relations. Case studies, readings, and lectures inform discussions about the history and roles of mass communication, advertising, and public relations in society. Majors are required to complete this in the first year.

MK 255
Principles of Marketing
4 credits
Examines principles necessary for developing marketing strategy for customers, consumers, and publics, with attention to delineating strategic plans and identifying target markets. Multiple elements of the marketing mix (e.g., product development and management, pricing, distribution, and communication) are surveyed. Marketing

communication elements and their implementation (e.g., advertising, public relations, direct/database marketing, sales promotion, interactive marketing) are discussed. Case studies demonstrate the importance of a customer-centered orientation and the planning process as they affect marketing communication.

MK 257
Principles of Public Relations
4 credits
Examines history, current practices, challenges, and future trends in public relations. Covers fundamentals of public relations including relationships practitioners have with internal and external publics who are affected by, and affect, an organization's actions. Explores how public relations and publicity fit into the larger context of marketing communication from a strategic perspective, as well as topics such as media relations, community relations, public and governmental affairs, financial relations, development and fundraising, and special events. Prerequisites: MK 255 and sophomore standing.

MK 259
Principles of Advertising
4 credits
Approaches advertising as any paid form of non-personal presentation and promotion of ideas, goods, or services by an identified sponsor. Examines advertising strategy, including how to set advertising objectives, establish an advertising budget, determine the message to be disseminated, identify the media through which the message will be disseminated, and evaluate an advertising program. Projects and applications provide exposure to both the creative aspects of advertising and managerial considerations inherent in the implementation of advertising strategy. Prerequisites: MK 255 and sophomore standing.

MK 302
Media Planning
4 credits
Teaches about media research, planning, and buying. Areas of concentration include target market analysis, research tools, media and vehicle analysis, buying techniques, negotiation, and computer applications. Prerequisite: MK 257 or MK 259.

MK 303
Research Methods
4 credits
Encompasses the research process, from problem definition to survey design, sampling, data analysis, and interpretation of results. Examines both qualitative research (e.g., focus group interviews) and secondary data analysis, with opportunities to participate in a research project or application. Prerequisites: MK 255, MT 207 (may be a co-requisite), and sophomore standing.

MK 308
Design and Layout
4 credits
Introduces the principles of design and layout used in marketing communication strategies. Conceptual knowledge and computer skills are enhanced through project applications and portfolio development. Prerequisites: MK 257 and MK 259.

MK 309
Copywriting
4 credits
Focuses on developing and understanding the concept of copywriting used in marketing communication strategies. Skills advance through the development of copy and copywriting portfolio samples. Prerequisites: MK 257 and MK 259.

MK 315
Consumer Behavior
4 credits
Surveys theories of consumer behavior with an emphasis on practical applications to various marketing contexts. Theories reflect multiple disciplines including communication, marketing,

psychology, and economics. Lectures and discussions highlight the complexity of consumer decision-making and the multiplicity of elements that inform it. Prerequisite: MK 257 or MK 259. (Semester varies)

MK 321
EmComm
1 non-tuition credit
EmComm is a student-run, nonprofit integrated marketing agency that offers local businesses professional services within the areas of public relations, marketing, and advertising. During the semester, students work toward the achievement of their client's communication goals while enriching their educational growth and professional portfolios. EmComm is also a co-curricular activity.

MK 340
Sales Promotion/Special Event Management
4 credits
Addresses a growing area of marketing communication that encompasses all of the non-recurring events that organizations use to affect behavior. Sales promotion encompasses special events, trade promotions (e.g., price discounts, feature advertising, in-store displays, trade shows), and consumer promotions (e.g., coupons, giveaways, exhibits, trade shows). Students develop and execute sales promotion activities. Prerequisites: MK 257 and MK 259. (Semester varies)

MK 341
Creative Principles and Practice
4 credits
Designed to explore the nature of creative thinking and creative problem solving in the context of marketing communication messages. Creative thinking skills used to develop marketing communication strategies, with an emphasis on the creative function (art direction and copywriting) of an agency, are applied in course projects. Prerequisites: MK 257 and MK 259. (Semester varies)

MK 354
Writing for Marketing Communication
4 credits
Provides a survey of writing techniques for integrated marketing communication. Writing assignments include news releases, brochures, media kits, editorials, newsletters, internal communications, as well as radio and television spots, and Internet communications. Prerequisite: MK 257 or MK 259.

MK 356
Media Relations
4 credits
Exposes students to a broad range of media management concepts and practices including basic marketing and management communication documents, sources, interviews, spin, crisis communication, ethics, international media relations, interactive media strategies, and analyses of current media-related issues. Prerequisites: MK 257 and MK 259. (Semester varies)

MK 401
Strategic and Creative Planning for IMC
4 credits
Shows how marketing, advertising, and public relations work together in an integrated communication campaign. Examines issues in managing campaigns, with an emphasis on how strategy guides other decisions in integrated plans. Attention given to creative concepts and strategy as part of communication planning. Practical experience is gained by developing objectives, strategies, and tactics through the use of cases, exercises, and conceptual readings. Prerequisites: MK 302, MK 303, MK 315, and MK 354.

MK 404
Campaign Planning
4 credits
Provides a unique and challenging opportunity to develop and execute integrated marketing communication strategies for an existing client, organization, and/or brand. The spring semester course is designed around the American Advertising Federation's annual competition. Prerequisite: MK 401.

MK 444
Entertainment Marketing
4 credits

Examines marketing communication strategies used to solve problems or pursue opportunities in the arts and entertainment industries. Students develop a marketing communication plan for an existing arts or entertainment organization. Sponsor of this course, Ms. Irma Mann, may review student works. Prerequisite: MK 401. (Semester varies)

MK 471
Topics in Marketing Communication
4 credits

Special topics offer opportunities to examine cutting-edge issues in integrated marketing communication, advertising, public relations, and/or business. May be repeated for credit if topics differ. Prerequisites: MK 257, MK 259, and junior standing. Additional prerequisites vary by topic. (Semester varies)

MK 472
Entrepreneurship I
8 credits

Introduces and immerses students in the process of creating and launching a new venture. Students learn the history and process of entrepreneurship as they explore creative problem solving, innovative thinking, and ethics. Relevant marketing and public relations strategies presented in addition to basic financial, business, and human resource issues. Experts in the business world provide additional mentoring and practical knowledge. Prerequisite: junior standing. (Fall semester)

MK 473
Entrepreneurship II
8 credits

Provides an advanced immersion in the process of creating and launching a new venture. Students learn about business planning, marketing research, sales and marketing, legal issues, negotiation practices, and business conduct and further develop public speaking and interpersonal communication skills relevant to starting and managing a business. Opportunities to learn from experts in the business world are arranged. Prerequisite: MK 472. (Spring semester)

MK 498
Directed Study in Marketing Communication
2 or 4 credits

Individual academic project planned with a faculty member to meet a student's interests not satisfied by existing courses. Students submit a proposal that includes learning objectives, evaluation methods, and a bibliography before a directed study is approved. Proposals must be approved in the semester preceding the semester in which the student wants to complete a directed study. Directed study cannot be a substitute for a catalogue course. Prerequisites: GPA of 3.0 or above and permission of instructor and department chair.

MK 499
Internship in Marketing Communication
4 or 8 credits

Fieldwork in marketing communication. A 4-credit internship requires 16 hours a week for 12 weeks; an 8-credit internship requires 32 hours a week for 12 weeks. No more than 8 internship credits or 12 credits of any combination of internship and directed study count toward total graduation requirements. Pre-internship participation is required in Career Services' Internship Experience Workshop. Enrollment in Emerson's Los Angeles Program required for Los Angeles internships. Prerequisites: junior standing, GPA of 2.7 or above, and permission of instructor.

Business Courses

MB 200
Principles of Business
4 credits

Students analyze information related to business trends, strategies, opportunities, and operations and critically assess alternatives. Through lecture, discussion, case videos, and in-class assignments, students consider external and internal factors driving contemporary business decisions.
Topics include: pricing, supply and demand, the management of people, processes, resources, and organization; the globalization of business; the use of information system to support business efforts; and basic concepts from marketing, sales, business ethics, law, accounting, and finance.

MB 300
Marketing, Sales, and Logistics
4 credits
Students learn the necessity of positioning, selling, and delivering products and services to customers in a creative, cost-effective, and customer-focused manner. Through case studies, articles from the field, and in-class simulations, students work with concepts related to personal selling, differentiation and branding, customer relationship management, and distribution systems. The course provides the essentials of internal and external business communications, and student deliverables are structured accordingly. Prerequisite: MB 200. (Semester varies)

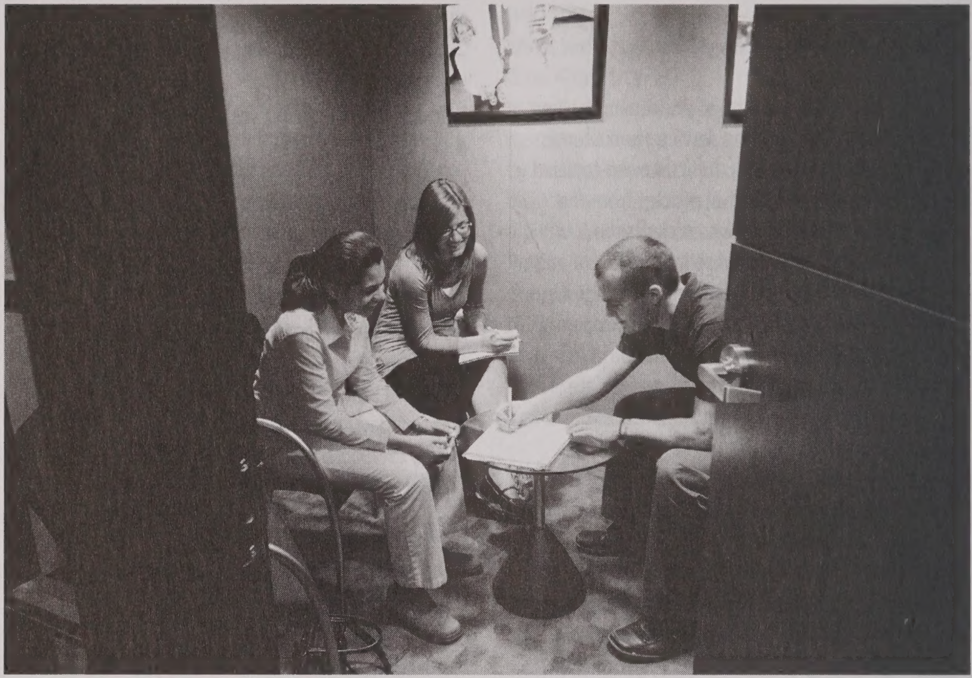
MB 310
Finance and Accounting
4 credits
Students become familiar with the language of accounting and learn to create, interpret, analyze, and evaluate financial statements (e.g., balance sheet, income statement, cash flow statement). Armed with this knowledge, students then use case studies and in-class exercises to analyze how managers use data presented on financial statements to make decisions about budgeting, cost allocation, and overall company performance. Prerequisite: MB 200. (Semester varies)

MB 400
Business Policy and Strategy
4 credits
Serves as the business minor's capstone course by introducing new levels of complexity to broad concepts learned in previous classes. Uses case studies, trade articles, and time-honored academic frameworks, as well as in-class lectures, group exercises, and discussions to challenge students to apply how legal frameworks, business and government regulations, organizational structures, diverse workforces, and customer and stakeholder expectations influence the way contemporary companies conduct business. Prerequisites: MB 300 and MB 310. (Semester varies)

Economics Course

EC 203
Principles of Economics
4 credits
Introduces the basic concepts, theories, and principles of micro- and macroeconomics. Surveys the analysis of prices, output, and income distribution through the interaction of households and business firms in a free-enterprise economy as well as the study of national economic performance factors such as national income and employment, monetary and fiscal policy, recession, government spending and taxation, and international trade and payments. Fulfills the Social and Psychological Perspective of the General Education requirements. (Fall semester)

Institute for Liberal Arts and Interdisciplinary Studies



Dean Ansell; Director of Honors Program Gibson; Artist-in-Residence Tocci; Scholars-in-Residence Conlon, Sherry, and Williams.

The Institute for Liberal Arts and Interdisciplinary Studies is a center for innovative teaching and scholarship that draws upon the diversity of Emerson's faculty and students, and the different disciplinary, intellectual, and creative interests they represent.

The Institute's mission is to promote the interdisciplinary study of the liberal arts, to support faculty development and collaboration leading to curricular innovation, and to advance students' theoretical and ethical understanding of communications and the arts. In all of its endeavors, the Institute seeks to foster global and multicultural perspectives.

Programs

The Institute is home to Emerson's First-Year Seminar Program. During their first year of study, all Emerson students select a first-year seminar from one of 20–26 seminar topics offered each semester. These courses examine the traditional liberal arts in a dynamic, interdisciplinary approach that emphasize critical thinking, writing, and speaking—all essential skills needed to succeed in the 21st-century global economy that emphasizes adaptability and innovative thinking.

The Institute is the home of the Emerson College Honors Program, a four-year interdisciplinary program that brings together top students from across the College in a series of intensive seminars and independent learning experiences that culminate in a senior capstone project in each student's major field of study.

Through the Institute, students can also take upper-level courses or complete interdisciplinary minors in emerging fields such as Women's and

Gender Studies, Post-Colonial and Global Studies, Performance Studies, Digital Media and Culture, American Studies, and Urban Studies/Community Involvement.

Goals of the Liberal Arts Curriculum at Emerson College

- Provide students with a grounding in the core areas of verbal and written expression (Oral Communication, Writing, Technology-Mediated Communication)
- Provide students with a foundation in the major Liberal Arts traditions (Philosophy, History, Literature, Arts, Social and Behavioral Science, and Natural Science and Quantitative Reasoning)
- Provide students with extensive exposure to a multitude of cultural, ethical, and disciplinary perspectives, and to foster their ability to critically assess the values and assumptions underlying those perspectives
- Integrate the study of the Liberal Arts with students' educational experience by providing choice and flexibility in determining the appropriate match between students' Liberal Arts studies and their major programs

The Institute courses have the following student learning objectives:

1. Students will demonstrate critical thinking, writing, and speaking skills.
2. Students will apply ethics to liberal arts and interdisciplinary topics.
3. Students will demonstrate an understanding of global and multicultural perspectives.
4. Students will apply appropriate theories to the issues of the course.

Honors Program

The Emerson College Honors Program is an intellectual and creative community that provides a four-year interdisciplinary and collaborative learning experience for undergraduate students of exceptional ability. The program integrates an intellectually challenging liberal arts core curriculum with specialized study in professional fields of communication and performing arts through interdisciplinary seminars, collaborative research projects, and faculty-directed independent study. For additional information, please contact the program at *emerson.edu/honors_program*.

The faculty of the Honors Program is committed to the following goals:

- To introduce students to the interdisciplinary study of literature and cultural theory, while addressing issues of power, social action, and cultural diversity in various multicultural contexts and developing strong writing skills
- To introduce students to the arts, humanities, and behavioral and social sciences from an interdisciplinary perspective, with an emphasis on critical thought, modes of inquiry, and research methods, as well as consideration of the ethics of acquiring and producing knowledge
- To facilitate the completion of a capstone project that integrates students' theoretical and practical skills. This project prepares students for leadership in fields of advanced study and professional disciplines in a global environment
- To engage in critical thinking and to promote leadership through community service projects

The Honors Program has the following student learning objectives:

1. Students will demonstrate critical writing skills about power, social action, and cultural diversity from an interdisciplinary perspective.

2. Students will analyze intersections between the science and philosophy disciplines.
3. Students will synthesize theory and their craft into a creative project or thesis.

Honors Courses and Requirements

HS 101 and HS 102
First-Year Honors Seminar
8 credits

Introduction to interdisciplinary study of literature and cultural theory addressing issues of power and ideology in various multicultural contexts. Fulfills the General Education Expository Writing and U.S. Diversity requirements and the Literary Perspective.

HS 103
Honors Writing Symposium
4 credits

Taken in conjunction with HS 102, develops skills in research, critical thinking, and writing. Stresses revision, relies on frequent workshops of student writing, and aims to sharpen ability to research, evaluate, and use evidence in a reasonable and convincing way. Write extended research paper on topic related to HS 102. Fulfills the General Education Research Writing requirement.
(Spring semester)

HS 201 and HS 202
Sophomore Honors Seminar
8 credits

Engages critical thinking and research about philosophical, cultural, and scientific methods of generating knowledge and their ethical implications. Different areas of inquiry examined each year. Recent topics include environmental ethics, evolution, astronomy, and epistemology. Fulfills the General Education Ethics and Values Perspective and the Scientific Perspective.

HS 301 and HS 302
Junior Honors Colloquium
1 non-tuition credit

A 1-credit series of workshops and special events that provide mentorship while students develop proposals for Honors theses.

Junior Honors Seminar
4 credits

Requirement fulfilled with upper-level course in interdisciplinary studies (IN 200-level or above) builds upon and extends interdisciplinary curricula of First-Year and Sophomore Honors Seminars. Junior Honors Seminar is intended to prepare for Senior Honors Thesis/Project.

HS 401 and HS 402
Senior Honors Colloquium
1 non-tuition credit

A 1-credit series of workshops and special events that provide mentorship while students complete Senior Honors Theses/Projects. In both terms, students share their works-in-progress with the Honors Program Director and other Honors Program students.

Senior Honors Thesis/Project
0–4 credits

At the end of junior year or after completing the Junior Honors Seminar, students file an Honors Thesis/Project Proposal with the Honors Program Director. Proposal includes brief statement of proposed topic and signature of faculty advisor. Students obtain completion forms from Honors Program Office. During first term of senior year, students prepare timetable and bibliography for project in consultation with thesis/project faculty advisor and Honors Program Director. In April, students present finished theses and projects in Senior Thesis/Project Showcase. Students can enroll in HS 498 Senior Honors Directed Study to obtain credit for thesis/project in the term preceding completion of thesis/project.

Service Learning and Community Action

The Office of Service Learning and Community Action coordinates academic and co-curricular programs in service learning with the goals of promoting civic engagement, enhancing pedagogy, meeting community needs, and preparing students for their lives and careers in a diverse and global society. In collaboration with faculty, students, and staff from across the College, including the Institute and the Center for Innovative Teaching and Learning, the Office of Service Learning and Community Action promotes and supports service learning, co-curricular service projects, service work-study, social activism, and other opportunities for meaningful, reflective, and engaged community involvement. For more information about service opportunities at Emerson, contact the program at *emerson.edu/service_learning*.

IN 346
ACT (Action for Community Transformation) Leadership Seminar
1 non-tuition credit
A non-tuition credit opportunity that enhances experiences providing direct service in the community with workshops on leadership, organizing, and advocacy. In addition, workshops and direct service ACT Leaders organize "campus impact" initiatives and advocacy efforts related to direct service.

Individually Designed Interdisciplinary Majors

An individually designed interdisciplinary program (IDIP) is a major program of study in a well-defined area of interest consisting of courses from two or more academic departments. In certain cases, a student could combine courses from one academic department and from a recognized area of concentration within the Institute. Students design an interdisciplinary major program in consultation with faculty members from the different departments where the coursework is based. The student's course plan for the major must include a minimum of 40 credits for the BA or the BS. Because IDIPs usually involve the completion of prerequisites in more than one department, a typical IDIP requires between 48 and 56 credits to complete. To be eligible, students must have a cumulative GPA of 3.0 or higher at the time of application, and they must complete a petition for an interdisciplinary major program and have it approved by the IDIP faculty committee before beginning their junior year. Petitions, with rules, submission dates, and instructions are available from the Institute for Liberal Arts and Interdisciplinary Studies Office, 120 Boylston Street, Room 509. Petitions are due in the office by November 1 (for the fall) and March 1 (for the spring).

Minor Programs

Through the Institute, students may pursue minors in selected areas of interdisciplinary study. Interdisciplinary minors give students the opportunity to explore an area of academic study in greater depth, from multiple disciplinary perspectives, over a period of several semesters. Students interested in pursuing an interdisciplinary minor should consult with their academic advisor. Students may count up to 8 credits from the General Education curriculum toward the minor. Following is a list of the requirements for minors currently offered by the Institute.

Women's and Gender Studies Minor

At least 16 credit hours in courses designated as fulfilling the Women's and Gender Studies Minor.

The core course, IN 200 Introduction to Women's and Gender Studies, is required. The remaining 12 credits are chosen from the following:

IN 306	Masculinities
IN 370	Topic: Women and Global Media Only
IN 404	The Evolution of Queer Identity: History, Literature, Theory
LI 210	American Women Writers
LI 396	International Women Writers
LI 436	Cultural Criticism
PS 230	Psychology of Gender, Race, and Ethnicity
SO 206	Gender in a Global Perspective
TH 205	Dress Codes: American Clothes in the Twentieth Century
VM 200	Media Criticism and Theory

Post-Colonial and Global Studies Minor
At least 16 credit hours in courses designated as fulfilling the Post-Colonial and Global Studies Minor. The minor offers students the opportunity to acquire a deeper understanding of the non-Western tradition. The aim of the minor is to provide both a conceptual and a historical understanding of the consequences of imperial expansions. To maximize the experience of the minor, it is strongly recommended that students choose classes that cover texts from diverse geographical locations. It is also strongly recommended that students choose classes that approach the subject matter of post-coloniality and globality from different disciplinary perspectives.

The core course, IN 203 Post-Colonial Cultures, is required. The remaining 12 credits are chosen from the following:

IN 142	African Civilizations
IN 148	Politics, Film, and Literature in Latin America
IN 205	Exile and Global Citizenship
IN 370	Topics in Global Studies
IN 405	Moving Out, Moving In
LI 381	Global Literatures
LI 396	International Women Writers
LI 423	Topics in Global Literature
MU 203	Perspectives in World Music
TH 215	World Drama in Its Context I
TH 216	World Drama in Its Context II
TH 514	Theatre Studies Seminar: Intercultural Experience
VM 214	History of Non-Western Art I: Asia and the Middle East
VM 215	History of Non-Western Art II: Africa, the Pacific, and the Americas
VM 216	History of Non-Western Art III: Topics
VM 418	Transnational Asian Cinema
VM 509	Post-Colonial Film

Performance Studies Minor
At least 16 credit hours in courses designated as fulfilling the Performance Studies Minor. The minor offers students the opportunity to study performance from aesthetic, cultural, and social scientific perspectives. The performance domains included within the scope of the minor are performance art and performance of literature, cultural performance (such as ritual, parades, and pageants), and performance in everyday life. The aim of the minor is to combine the theory and practice of performance from multiple disciplinary and interdisciplinary perspectives.

The core course, IN 202 Performance as Cultural Criticism, is required. The remaining 12 credits are chosen from the following:

CC 264	Oral Presentation of Literature
IN 138	Staging American Women: The Culture of Burlesque
IN 151	Ritual and Performance Studies
IN 402	Living Art in Real Space
IN 404	The Evolution of Queer Identity: History, Literature, Theory
IN 405	Moving Out, Moving In
LI 436	Cultural Criticism
SO 207	Dance, Ritual, and Society
TH 411	Topics in Drama Studies
TH 525	Theatre and Community I
TH 526	Theatre and Community II
VM 403	Studies in Digital Media and Culture
VM 503	Aesthetics and History of New Media

First-Year Seminars in Interdisciplinary Studies

The Institute for Liberal Arts and Interdisciplinary Studies offers a selection of seminars designed specifically for first-year students. These courses are designed to provide students with a rich and exciting introduction to various areas of study. All first-year courses are small in size and emphasize critical reading, writing, and speaking skills. These courses also emphasize topics, assignments, reflection pieces, and instructional approaches that are geared toward the academic demands of the first year and reflect emerging perspectives in the interdisciplinary study of the liberal arts.

All incoming first-year students and all transfer students (with fewer than 16 credits) are required to take one course at the Institute during their first year of study at Emerson. All of the 100-level IN courses fulfill the Interdisciplinary Perspective of the General Education requirements. Although some variation may exist from year to year, the following is a list of first-year seminars that are normally offered by the Institute.

Interdisciplinary Courses

IN 106
Minds and Machines
4 credits

What is a mind? Does it set humans apart from machines? Twentieth-century views of computers as primitive kinds of minds and human minds as neurological machines has origins in modern philosophical, scientific, and popular views of nature as law-like, rational, and predictable that accompanied social and technological changes. The course examines the implications of this history for contemporary humans and machines, and how we understand and negotiate human-machine relationships. Topics include evolution, the industrial revolution, the brain, robotics, and virtual reality.

IN 107
Forbidden Knowledge
4 credits

Addresses basic philosophical questions posed by Western civilization accustomed to unshakable faith in power of knowledge to provide solutions to fundamental challenges facing humanity. Addresses problem equating knowledge with power from its origins in Greek Judeo-Christian cultures to quintessential modern story of Frankenstein. Sources drawn from poetry (Goethe and Shelley), drama (Aeschylus), literature (Mary Shelley and Voltaire), and philosophy (Descartes and Rousseau) provide introduction to heritage of textual and visual material for contemplating meaning of knowledge for human existence.

IN 108
Love and Eroticism in Western Culture
4 credits

Love and eroticism were once the epicenter of philosophy. Yet, since the 19th century, love and eroticism have been secondary to "desire," which suggests more of a structure than an individuated experience. Many theorists repeatedly state that one cannot know desire. Course explores the relationship between this alienating structure and the ego-validating interpersonal encounters we call love so as to rethink the roles that love, desire, and eroticism play in our lived experiences.

IN 111
The City
4 credits

Development of modern city, vast migrations during industrial revolution of rural, agrarian populations to large urban centers of today. Impact of urbanization on politics, perception, and spiritual dimension of human life. Conceptions of postmodern city emerged late 20th century, collapse of modernist ideals of architecture, urban life (symmetry, rationality, political, intellectual enlightenment), emergence of brave new approach to politics, philosophy, design of the city. Primary texts from sociology, urban planning, and architecture. Weekly assignments, formal essay, and group project involving fieldwork in Boston.

IN 115
Digital Culture
4 credits

Introduction to theory and practice of digital communication and new media technology. Topics in history of media and impact of digital technology on work, contemporary culture, knowledge creation and acquisition, and creative process. Online training in Internet navigation, information retrieval, multi-user interactive environments, hypertext, and hypermedia authorship. Practical understanding of technologies provide critical tools for evaluating social, political, and aesthetic decisions in digital media.

IN 116
Ways of Knowing: Philosophy in Literature
4 credits

Introduction to reading literature by asking how literature can be used to reflect on human experience and generate new and established ways of responding to the world. Interpretation of philosophical and literary texts, evaluation of aesthetic style, reconstruction of historical context, and development of skills to respond effectively by writing about literature from a variety of perspectives.

IN 118
About Faces
4 credits

People's faces play a pivotal role in our social world. Beginning at birth and continuing into old age, faces convey messages and guide interactions across diverse social domains. Explore the captivating components and impact of faces from diverse perspectives such as psychology, biology, religion, politics, and communication. Examine topics such as the expression of emotions and the perception of beauty, age, character, the divine, and the enemy along with how faces influence personality development, self-identity, and social reputation.

IN 123
Visiting Scholar Topics
4 credits

Topics that address the expertise of visiting Scholars-in-Residence in the Institute. These topics will be offered on a rotating basis. Past topics include: Women Artists and Life and Death: Science and Psychology of Survival.

IN 124
Truth and Narrative
4 credits

Origin and history of Western literature and philosophy stem from common concern with truth of human existence and drama of questioning in word and deed. Critically reflect on five books that have historically and conceptually influenced how the correlation between living in search of one's truth and narrative of one's self-discovery has been understood in Western civilization. Explore stories or narratives individuals need to tell and "live" about oneself in order to confront the truth of one's existence. Is finding the truth of existence the basic "plot" that gives life drama—opening life to equal possibility of tragedy or comedy?

IN 125
Topics in Gender Studies
4 credits

Examines the intersection of gender and other areas of study, including literature, politics, sociology, economics, among others. Gender identity and gender representation are central to classroom discussions. Examination of history, science, culture, and society from multiple gendered perspectives. The course allows students to clarify the transformative power of gender in their lives. Topics may differ from year to year.

IN 126
Literature of Extreme Situations
4 credits

How are human identities shaped, transformed, distorted, and annihilated by extreme personal and social experiences? How do representations of extreme situations affect experiences of readers, witnesses, and audiences? These questions are explored by focusing on works that represent central existential issues of their times—the psychological integrity of the individual and the continuity of the community—through Sophocles' *Oedipus Rex* and Shakespeare's *King Lear*, among others. Discussion of literary, historical, and psychological perspectives, emphasizing intersections of disciplines.

IN 127
What Happened? History as Storytelling
4 credits

Introduction to the historian's craft, skills, and theoretical background to document the past. Acquire meaning and liveliness through historical inquiry, imagination, interpretation, assembling primary sources, asking questions, providing context, developing point of view, and finding a voice. Draw on primary and secondary sources including rare books, manuscripts, artwork, literature, still photography, film, radio, and new media to consider ways in which technological developments and documentary styles impacted historical understanding using cultural resources in Boston (libraries, archives, historical societies, museums, monuments, architecture).

IN 130
Exoticism in Literature and Art
4 credits

History of exoticism, the "charm of the unfamiliar," in Literature and Art, the specific relationship between the artist or author, the subject, and the intended audience that creates the essence of the "Other" and the fascination with the foreign. Exploration of colonial fascination with the exotic—foreign landscapes, customs, cultures—in 18th- and 19th-century fiction, nonfiction, painting; contemporary representations of exoticism, including photography and auto exoticism. Discussions of film, television, pornography, and performance art through interdisciplinary written and visual media (literature, painting, photography, advertising).

IN 134
Local Action/Global Change
4 credits

Investigates and analyzes theories and practices that surround key social issues, link theory, local issues, and cross-cultural contexts to strengths of community involvement, local resources, and potential for enacting change on global scale. Forum for social problems through variety of disciplinary lenses, including anthropology, philosophy, political science, and human geography. Project will utilize ethnographic methods to identify issue of interest related to surrounding community, engage in participant observation, practice visual and written documentation, critically analyze problem, and make recommendations for action plan.

IN 135
Ways of Seeing
4 credits

What does it mean to see? How is meaning made in visual culture? How do paintings, photographs, films, advertising, and new media reflect and shape how we define ourselves and interact with others? Visual experience, representation from perspectives of philosophy, contemporary cultural studies, interaction between media and global cultures, aesthetics and politics of "seeing" in contemporary society. Combine creative, critical approaches to study of visual culture. Classical and modern ways of seeing, language of film and television, advertising, hyper-reality, spectatorship and the gaze, surveillance, and culture of technology.

IN 136
Behind the Headlines: The Culture of International News
4 credits

How news media present the world to the public and affect how the public sees the world. Cultural representation and history through international news. Political, technological, and cultural forces shape-making and dissemination of international news. Delineate principles that guide news media in determining type of information provided to the public. How public perception of international issues is shaped by words, images, and stories disseminated by news media organizations. Historical and political context of key international issues ever-present in the news media today.

IN 137
Boston's Movers and Shakers
4 credits

How stakeholders in civic culture work with others to mobilize resources at city, state, and national political levels to address urban community needs. Forms of urban community leadership and civic participation in Boston neighborhood community organizing efforts at grassroots level. Theoretical framing for bi-weekly class field visits. Ethnography and intensive interviews with community leaders explore community issues and roles possible for civic participation. Readings in politics, sociology, social work, anthropology, performance, ritual, cultural studies, development, civic culture, social capital, and resource mobilization.

IN 138
Staging American Women: The Culture of Burlesque
4 credits

Investigates and traces roles and images of women in vaudeville and burlesque of the late 19th and early 20th centuries and their offshoots. Cultural contexts, performance contents, ideas about gender performed in burlesque genre, and powerful role they played in shaping dominant ideologies. Parodies, gender roles and relationships, and the highly controlled social and cultural power of the female form and demeanor forecasted a range of interwoven performative and visual arts designed to elaborate, explore, and exploit American ideologies of sex and gender. Ziegfeld girls, pin-up art of Alberto Vargas, early sexploitation films of Sonney and Freidman.

IN 139
Art? History?
4 credits

What have history and art to do with our sense of ourselves? Can histories end? Can art? Philosophers have recently argued that art and its history are over, in the wake of Modernism. These questions and this thesis will be examined and the course will ask "If art and its history have ended, then…what?" Readings will be drawn from diverse fields, including the philosophy of art, historical theory, art history, psychology, ethnology, and sociology/anthropology.

IN 142
African Civilizations
4 credits

What is Africa? Where is Africa? Who is African? Does Africa end at the coast or include the Islands and the Diaspora? What is the meaning of a white Africa and a black Africa in relation to Western civilizations? If Africa is the cradle of humanity, are we all Africans? Introduction to interdisciplinary African studies considering history, archaeology, anthropology, politics, literature, religion, culture, economics, diasporas, and post-coloniality. Topics include African civilizations, West African writers, filmmakers as African public intellectuals, and critics of colonialism and post-colonialism. Fulfills General Education Global Diversity requirement.

IN 146
Making Monsters
4 credits

From origins of Western literature to contemporary blockbuster films the monster has been a cross-genre mainstay of storytelling. Monsters represent culturally-specific fears in forms from prehistoric beasts running rampant in the modern world to the terrifying results of scientific experiments gone wrong. Through a broad sampling of fiction, poetry, academic writing in anthropology, history, cultural studies, and narrative and ethnographic films, students will develop the understanding that monsters do not emerge from thin air, but are manifestations of racial, sexual, and scientific anxieties. Discussion of cultural and historical roots of monsters from Beowulf to Frankenstein.

IN 148
Politics, Film, and Literature in Latin America
4 credits

Course covers Latin American writers and filmmakers from Mexico, Cuba, Argentina, and Brazil who counteract the forces of censorship and political repression within their countries to create their own versions of national literatures and film industries. Their works deal with the topics of revolution, gender, and the place of intellectuals and creative minds in construction of history not dominated by censorship. Course also presents a history of development of literacy and film genres that engage issues of local and national concerns at specific times of crises in the 17th (colonialism) and 20th (post-colonialism) centuries. Fulfills General Education Global Diversity requirement.

IN 149
The Myth of the American Frontier
4 credits

Explores the American myth of the "frontier" as "free land," "new beginnings," and a source of antagonism and heartbreak. This mythology of the frontier is a part of our daily lives, from Hollywood movies to the Marlboro Man, SUVs, and Las Vegas.

Shifting conception of "the frontier" in American life in the 19th and 20th centuries through literature, film, visual arts, advertising, popular and academic histories, historical construction of race, ethnicity, gender, and national identities as they are related to the myth of the American frontier.

IN 150
Creativity in Context
4 credits
A broad sampling of literature, film, and art is studied in order to arrive at an understanding of motives and processes of creativity in a broader social context. Why do I create? How is my work a continuation of, or a break from, a particular artistic tradition? Is it my duty as an artist to try to alter the socio-political landscape with my work, or is the artist's duty simply to entertain? Apply conceptual framework to these questions from George Orwell's essay, "Why I Write," using his four great motives for writing: "sheer egoism," "aesthetic enthusiasms," "historical impulse," and "political purpose."

IN 151
Ritual and Performance Studies
4 credits
The role of ritual and performance in our lives and in our communities is explored through a variety of modes of inquiry, including reflective and critical reading, journal writing, and ethnography. Students work in groups to gain in-depth knowledge and firsthand experience of ritual and performance in community sites they select for intensive study. Links theory with practice by introducing rich, eclectic, and interdisciplinary theoretical material and applying it to students' practices in ritual and performance.

IN 152
Cultural Constructions of Identity
4 credits
Explores the complex relations among different modalities of identity, focusing on race, ethnicity, gender, sexuality, religion, and nationality. Many individuals and groups assert their identities without articulating convincing arguments. Indeed, it is often assumed that such individuals need not defend their rights; that one's own identity is a private matter that does not tolerate any intrusion. Bases of belief systems are explored through a series of theoretical perspectives and historical readings.

Upper-Level Courses in Interdisciplinary Studies

The Institute for Liberal Arts and Interdisciplinary Studies offers upper-level courses that explore emerging topics in interdisciplinary studies and emphasize the value of multidisciplinary approaches to a range of topics in the Liberal Arts. All of the upper-level IN courses, except IN 498, fulfill the Interdisciplinary Perspective of the General Education requirements. Following is a list of upper-level courses that are offered by the Institute.

IN 200
Introduction to Women's and Gender Studies
4 credits
Introduction to interdisciplinary field of women's and gender studies. Topics include "common differences" uniting and dividing women and men; how womanhood has been represented in myth, literature, and media; how gender inequalities have been both explained and critiqued; how gender acquires meaning when connected to race, class, ethnicity, and sexuality; and how to address feminism's historical role in promoting gender studies. Explores central paradox of contemporary thinking: the necessity to make gender both matter and not matter.

IN 201
Community Involvement/Service Learning
4 credits
Volunteer time and skills from your major to a nonprofit community organization. Engage in critical reflection about experiences through readings, discussion, and reflective analysis. Readings provide concepts, theories from psychology, and social and political science to analyze on-site experiences. Different modes of inquiry including the case study method in psychology, statistical analysis of survey research in political science, and ethnographic fieldwork. Value of different forms of literary and analytical writing in representing and reflecting on

service-learning experience and its relationship to social activism.

IN 202
Performance as Cultural Criticism
4 credits

Performance is a mode of communication within and across cultures. Performance is considered from multiple disciplinary perspectives while focusing on ethnographic performance and performance art. Examines a variety of performances that construct and critique culture. Theories of performance are applied to the analysis of a canon of contemporary performance and through the development of performances for class.

IN 203
Post-Colonial Cultures
4 credits

Historical, socio-economic, and ideological contexts within which 20th-century post-colonial cultures have been produced and are negotiated. Providing geographical coverage and theoretical frameworks, it examines cultural production from formerly colonized nations. Primary material and critical contexts within which these materials can be read and understood. Fulfills General Education Global Diversity requirement.

IN 204
Minds, Media, and Technological Change
4 credits

Interrogates the roles communication media (from etchings on cave walls to full immersion virtual realities) play in formation of personal identity, self-consciousness, and consciousness of individuals as social actors. Cognitive skills and habits necessary for gaining fluency or "literacy" in print, radio, television, computers, Internet, cell phones, and personal and mass communication technologies will be considered. Conceptions of self, society, aesthetics, morality, and "culture" are established and maintained vis-à-vis different modes of communication. Critical understanding of ways communication technologies have altered and continue to change conceptions.

IN 205
Exile and Global Citizenship
4 credits

Multiple interdisciplinary approaches to current debates about exile, citizenship, and tangled identities that result from post-colonial/post-war migrations. Explore unstable continuum between location and identity and discuss impact of independence, war, and globalization on national, cultural, social, ethnic, racial, gender, sexual identities. Through post-colonial, psychoanalytic, global perspectives examine issues of agency and responsibility alongside plurality of (re)visions and (re)configurations that experiences of belonging, unbelonging, ambivalence, and in-betweenness make possible using key theoretical texts.

IN 220
Nationalism, Multiculturalism, and Identity
4 credits

Addresses issues of Culture, Interculturality, Multiculturalism, and Transculturality in contemporary societies of the United States and Eastern Europe, focusing on rise of the nation in Eastern European societies and cultural pluralism in American society. Perspective that is multicultural and interdisciplinary in attempt to question leading assumptions underlying cultural identity and the constitution of "the West." Fulfills General Education U.S. Diversity requirement.

IN 221
Film and Postmodernity
4 credits

Cultural study of relationship between film and postmodern conditions of social order on how films construct images about social reality and ways in which these images present and interpret this relationship from the standpoint of postmodernism. View films analytically and apply cultural analysis to postmodern conditions of social order. Explore shifting and interdisciplinary relationships between film, film criticism, cultural analysis, and between writing and film as contemporary media forms.

IN 223
Blacks, Whites, and Blues
4 credits

U.S. social history, race relations, and blues culture as a reflection of social change. Historical and literary materials relevant to African American social and economic development and white American cultural and address oral-expressive nature of African American culture, relationship to social experience, and influence on mainstream American culture. Topics include American social/musical culture, the plantation South, migration, urban adaptation, experience of women, New Deal and 1960s Counterculture politics, and influence of blues culture internationally. Fulfills General Education U.S. Diversity requirement.

IN 225
Media for Social Change
4 credits

Students will use this course to hone their specialties as artists and communicators to collectively build a new voice using combined skills to contribute to specific social change objectives. The goal of the course will be to engage students in studying specific social issues and conducting research to design effective media projects for social good. Students will learn how to identify and address health problems and social issues in tangible ways through projects that might include finding specific audiences with whom students will attempt to communicate specific behavioral, informational or attitudinal messages.

IN 303
Poetry and Song
4 credits

Integrates two of the most often combined areas of expression: words and music. Brings together perspectives of poetry and musical composition to introduce ways in which these two disciplines combine in theory, history, and practice of classroom exercises. Course ends with a concert or "musical evening" presentation of songs written by students. Course open to anyone who writes, or aspires to write songs and/or poetry. MU 152, MU 252, and WP 212 are highly recommended as prerequisites.

IN 306
Masculinities
4 credits

Adopting critical/cultural studies, sociological and media studies approaches, explore and problematize how forms of masculinities are signified in and through popular culture, how nationalist discourses are gendered and bound up in masculine identities, how gender of the audience is implicated in such processes, and how constructions and representations both shape and are shaped by larger social, cultural, racial, economic, and political contexts. Through theoretical critiques and practical interpretations of masculinities, examine media and film, video games, Japanese anime, wrestling (including sumo), sports, music, and television genres.

IN 308
Invisible Cities
4 credits

Studio-oriented course brings artists into a practical workshop, tutorial, and critique environment. From the flaneur of Paris in the late 19th century through European and American Conceptual Art interventions of the 1960–70s to contemporary Boston, a trajectory of theory and practice utilizes the city as subject, material, workspace, and presentation forum. Workshops by visiting artists focus on interventions into the city. Read and discuss selected texts on contemporary art and urban theory. Tutorials introduce digital imaging and remote file sharing. Group projects will entail collecting, editing, and presenting images, sound files, and text. The city will be used as a workspace and presentation forum for public projects.

IN 311
Identity and Modern Life
4 credits

Drawing from a variety of philosophical and social thinkers, this course considers how it is that we shape a sense of personal identity, or a sense of self, as we make our way through modern life. On the basis of comparative readings of key theoretical authors (Freud, Foucault, Nietzsche, Marx), career, sexuality, marriage, religion, and lifestyle are considered as activities through which personal identity is shaped. Application of these concepts in a biographical interview research project with an individual of their choice.

IN 312
Visual Culture: Communications in Context
4 credits

Introduction to visual communications theory and design process through history, theory, and studio projects. Culture of design and complex interrelationships between graphic design and culture at large, analytical and critical approach to visual communications. Basic communications theories, application to communications problems, evaluation of design solutions, principles of composition in two-dimensional media space, historical context of contemporary design, vocabulary to articulate ideas about visual communication, and process of design and communication problem solving. Semester's work culminates in final portfolio project.

IN 313
Highbrow Meets Lowbrow: James and Faulkner on Stage and Screen
4 credits

The fiction of Henry James and William Faulkner, viewed through the lens of interdisciplinary theories of narrative and cultural capital, reveals how popular performance media are reflected in and shape the work of these literary giants. James and Faulkner are "highbrow" canonical authors in the high art tradition, who also worked in "lowbrow" popular performance genres: James as a playwright and Faulkner as a screenwriter. The fiction of both writers has often been adapted for stage, film, and television.

IN 314
Documenting Visual Culture
4 credits

Introduces anthropology of visual communications through photography, films, documentation of performance, and texts; evaluate sites of exhibition (museums, theaters, television, cinema, and the web) that are also sites of cultural and social reproduction; incorporates ethnographic methodology, specifically participant observation and field writing into artistic production. Investigates how "culture" is produced in/through variety of locales and media.
Analyzes activities/products of both senders (authors/artists/makers) and receivers (viewers/audience members/users).

IN 370
Topics in Global Studies
4 credits

Examination of causes and consequences of globalization viewed from interdisciplinary perspective. Assessment of impact of globalization on economic, political, social, cultural and natural environments of nations, regions, and the world. Impact and uses of technology and media on cultural production, cultural diversity and "multiculturalism," disparities in power and control among nations and peoples. Regional and cultural differences in human responses to globalization. Past topics include: Women and Global Studies, Global Cities, and Western Perceptions of Africa and Africans. May be repeated for credit if topics differ. Fulfills General Education Global Diversity requirement.

IN 374
Topics in Interdisciplinary Studies
4 credits

Rotating topics explore interdisciplinary fields such as European studies, women's and gender studies, and urban studies/civic engagement. May be repeated for credit if topics differ.

IN 401
The Media and the Holocaust
4 credits

Mainstream and alternative media's responses to information about the Holocaust and its aftermath through film, radio, television, and print media. Speak with Holocaust eyewitnesses and survivors. Pursue individual areas of interest with research projects. Consider what the media should be doing today to prevent continuing genocide.

IN 402
Living Art in Real Space: Multidisciplinary Art and the Collaborative Process
4 credits

Examines the development and language of multidisciplinary art from the early 20th century to the present day, with reference to specific artists, trends, and movements. Lectures, slide and video presentations, museum visits, student research, reading, writing, and in-depth experiential processes address how different artistic disciplines inform one another and come together in visual art performance and installations. Course culminates in final presentations of multidisciplinary work by student groups documenting and mapping the sources, methods, and process of their collaborations.

IN 403
The Shock of the Old: Representations and Renaissance Culture
4 credits

Themes of identity and difference, meaning and paradox, and accommodation and strife are traced through Renaissance drama, poetry, painting, music, other visual media, and the speculative essay. Explores "period" attempts within these media to formulate vocabularies of representation and affect. Relates one's own interpretive practices and assumptions to the thematics of Renaissance representation through written and oral exercises and examination of modern critical and artistic representations and (re)interpretations of Renaissance texts.

IN 404
The Evolution of Queer Identity: History, Literature, Theory
4 credits

Evolution of queer (gay, lesbian, bisexual, transgender) identity and culture through the lens of historical, literary (fiction, poetry, drama, autobiography), theoretical readings, films, and audio/visual media. Relationship between these fields and how they intertwine around the complex questions of queer identity and cultural representation. Is homosexuality, as stated by theorists such as Butler and Foucault, primarily a social construct, or is it something more essentialistic, as Dyer and Fuss suggest? Consider the role the arts in general has served in the queer liberation movement worldwide.

IN 405
Moving Out, Moving In
4 credits

Explores process of ethnogenesis, of "becoming American," common to all immigrants in the United States. Questions provoked by "moving out" of one's own country and "moving in" to another, the psychosocial journey of moving out and into one's self, one's culture, and one's community. What is identity? What does it mean to be visible? What are the real and imaginary journeys that comprise individual and collective maps of experience? Explore questions in interdisciplinary study and express discoveries through multidisciplinary art in a real artistic interaction with children in Boston's Latino community.

IN 498
Directed Study
2–4 credits

Individual projects in areas of interdisciplinary study planned in collaboration with full-time faculty members to meet student's interests not satisfied by existing courses. Students must submit proposal for study with learning objectives, methods of evaluation, and bibliography before directed study is approved. All proposals approved in the semester preceding the semester in which students wants to complete the directed study. Proposal cannot substitute for a course in the catalogue. Prerequisites: 3.0 GPA, permission of full-time faculty member and Executive Director of Institute for Liberal Arts and Interdisciplinary Studies.

Educator Preparation and Licensure Programs

Associate Professor Bartlett, Institutional Coordinator of Educator Preparation and Title II Coordinator; Director of Clinical Education Thau, Educator Preparation Program Director of Communication Sciences and Disorders; Associate Professor Colby, Educator Preparation Program Director of Performing Arts.

Regulations in the Commonwealth of Massachusetts governing educator preparation and licensure specify a two-tiered process. Those with appropriate undergraduate degrees ordinarily receive an Initial License (valid for five years). The Professional License ordinarily requires an appropriate master's degree or the completion of a Performance Assessment Program and other requirements established by the Board of Education. The Professional License is renewable every five years upon completion of the appropriate professional development. Students seeking initial licensure are also required to pass the two-part Massachusetts Tests for Educator Licensure (MTEL). These tests include the Communication and Literacy Skills Test (CLST) and a Subject Matter Test (SMT).

Academic programs within the Department of Communication Sciences and Disorders and the Department of Performing Arts offer Massachusetts Department of Elementary and Secondary Education-Approved programs leading to educator licensure. Through undergraduate study in the Department of Performing Arts, a student may qualify for an Initial License as a Teacher of Theatre (all levels, pre-K through grade 12). Professional licensure may be earned through master's degree programs at Emerson (see the current Graduate Catalogue for details).

Students in Communication Sciences and Disorders who seek initial licensure as a Specialist Teacher in Speech, Language, and Hearing Disorders (all levels, pre-K through grade 12) must complete a master's degree in Communication Disorders in a Massachusetts Department of Elementary and Secondary Education-Approved program. The Professional License requires the completion of the post-master's degree Clinical Fellowship (see the Graduate Catalogue for details).

Students are advised to contact their program advisor and their Educator Preparation Program Director in their proposed area of licensure as early as possible for information regarding requirements and appropriate course work and field placements.

Title II Disclosure

Section 207 of the Higher Education Act mandates that institutions preparing educators for work in schools must disclose the pass rates on state teacher tests for their students during the most recently completed academic year. In Massachusetts this is the two-part Massachusetts Test for Educator Licensure comprising the Communication and Literacy Skills Test (CLST) and the Subject Matter Test (SMT). For the 2007–2008 academic year, Emerson students in programs that will prepare them for classroom teaching (Teacher of Theatre) had a total pass rate of 100 percent (CLST and SMT). Students in Communication Sciences and Disorders do not take a state-designed subject matter test. Title II data do not include these individuals' CLST scores, as these individuals are not preparing for classroom work.

General Procedures and Requirements for Licensure as a Teacher of Theatre

1. Students must apply for and be accepted into a major program to be considered a degree candidate. Ordinarily, a GPA of 2.7 is required for admission to and retention in Emerson's educator preparation programs. Students should contact the Educator Preparation Program Director in the Department of Performing Arts as early as possible (or before the end of the sophomore year) regarding programs and requirements.
2. Ordinarily, a minimum of three semesters of residency is required prior to the student teaching practicum.
3. Students must fulfill the student teaching practicum through Emerson.
4. Students should contact the Educator Preparation Program Director in the Department of Performing Arts for guidance in selecting the appropriate education and psychology courses.
5. Teacher candidates must also pass the Massachusetts Tests for Educator Licensure (MTEL). These tests include the Communication and Literacy Skills Test and the Subject Matter Test (SMT). For information regarding testing times, locations, registration, and fees, consult the Educator Preparation Program Director in the Department of Performing Arts.

The Theatre Education faculty offers review sessions for the MTEL exams once each semester. Attendance at one of the review sessions prior to taking the exams is mandatory.

It is recommended that students take the CLST early in their program and take the Theatre Subject Matter Test near the end of their studies, but prior to graduation.

Students who have successfully completed all their course and practicum requirements and who have passed both parts of the MTEL will be considered program completers and be licensure eligible.

Education Courses

The following list of courses includes those offerings that are needed for students who will be licensed under the regulations governing educator preparation in the Commonwealth of Massachusetts. Students should seek the advice of the Educator Preparation Program Director in the Department of Performing Arts before enrolling in any of these courses.

TH 265
Foundations of Education
4 credits
Course examines the basis of public education and the teaching process from a theoretical and methodological viewpoint. Multiple perspectives will be employed to investigate these issues, including but not limited to, the philosophical, historical, sociological, psychological, economic, and political. Required course for initial licensure as a Teacher of Theatre. (Spring semester)

TH 460
Drama as Education I
4 credits

Course examines the philosophy behind the teaching of theater and the use of drama as an educational tool in classroom, workshop, and production settings. Students will learn to assess the learning needs of their students, develop appropriate educational goals, and design and implement teaching strategies. There will be 40 hours of pre-practicum work including observations of area theater and drama classes from grades pre-K through 12. Course is open to any Performing Arts major and others with permission of instructor. It is required for Theatre Education majors seeking initial licensure as a Teacher of Theatre. (Fall semester)

TH 461
Drama as Education II
4 credits

In this course, students delve more deeply into the philosophy and practice of teaching through drama and theater. Forty hours of pre-practicum work with students from grades pre-K through 12 is required. Prerequisite: TH 460. Course is required for Theatre Education majors seeking initial licensure as a Teacher of Theatre. (Spring semester)

TH 465
Student Teaching Practicum
4–12 credits

An 8- to 14-week practicum providing supervised student teaching activities at either the elementary, middle, or high school level. Students practice teaching in a school system, which permits them to interact with students and teachers in their area of concentration. Working closely with the on-site cooperating practitioner, students develop instructional units and must be engaged in 300 hours of teaching. The practicum is open only to students who have completed their education program sequence. Requirements and prerequisites may be obtained from the Theatre Education Program Director. (Fall or Spring semester)

PS 333
Developmental Psychology
4 credits

Course explores the stage/age-related physical, cognitive, and psychosocial development of individuals. Topics include physical maturation and sensory-motor development; thinking, reasoning, and language processes; personality growth; social cognition; and interpersonal interaction. Attention is also given to the discussion of contemporary controversial topics. (Semester varies)

Faculty Emeriti

Philip P. Amato, *Professor Emeritus, Mathematics* (1963–2007); BA, MA, Emerson College; PhD, Michigan State University.

Joan C. Brigham, *Professor Emerita, Visual and Media Arts* (1971–2002); AB, Pomona College; AM, Harvard University.

Richard Chapin, *President Emeritus; Professor Emeritus, Social Sciences* (1967–1975); SB, MBA, Harvard University; LLD (Hon.), Emerson College.

John Coffee, *Professor Emeritus, History* (1970); BA, Yale University; MDiv, Harvard University.

Kenneth C. Crannell, *Professor Emeritus, Communication* (1957–1999); BA, MA, Emerson College; PhD, Northwestern University.

Thomas Dahill Jr., *Professor Emeritus, Humanities and Social Sciences* (1961–1993); BS, Tufts College; Diploma, Fifth Year Certificate, The School of the Museum of Fine Arts; FAAR, American Academy in Rome; AM (Hon.), Emerson College.

Anthony DeLuca, *Professor Emeritus, History* (1981–2007); BA, Boston College; MA, PhD, Stanford University.

Irma B. DiRusso, *Professor Emerita, Communication Disorders* (1959–1982); BLI, MS in Speech, Emerson College.

Robert L. Hilliard, *Professor Emeritus, Visual and Media Arts* (1985); AB, University of Delaware; AM, MFA, Case Western Reserve University; PhD, Columbia University.

Charles Klim, *Professor Emeritus, Communication Disorders* (1959–1992); BA, MA, Emerson College; PhD, University of Pittsburgh.

Carol Korty, *Professor Emerita, Performing Arts* (1981–1999); AB, Antioch College; MFA, Sarah Lawrence College.

Gerald W. Kroeger, *Professor Emeritus, Mass Communication* (1958–1981); BS, Mankato State College; MS, Ohio Wesleyan University; PhD, Florida State University.

Frances LaShoto, *Professor Emerita, Communication Studies* (1947–1956; 1962–1992); BA, MA, Emerson College.

Charlotte Holt Lindgren, *Professor Emerita, Writing, Literature and Publishing* (1960–1988); AB, AM, PhD, Boston University; AM, (Hon.), Emerson College.

Walter Littlefield, *Professor Emeritus, Communication* (1964–2002); BA, MA, Michigan State University.

David Luterman, *Professor Emeritus, Communication Sciences and Disorders* (1960–2000); BA, Brooklyn College; MS, DEd, Pennsylvania State University.

Albert Malatesta, *Professor Emeritus, Humanities and Social Sciences* (1970–1971; 1973–1997); BS, EdM, DEd, Boston University.

Harry W. Morgan, *Professor Emeritus, Performing Arts* (1960); BS in Sp., MS in Sp., Emerson College.

Leonidas A. Nickole, *Professor Emeritus, Performing Arts* (1953–2001); AB, AM, Emerson College; MA, Columbia University.

George Quenzel, *Professor Emeritus, Mass Communication* (1958–1997); BA, Hofstra University; MA, University of Iowa.

Theodore E. Romberg, *Professor Emeritus, Philosophy and Religion in the School of Communication, Management and Public Policy* (1970–1999); BFA, University of Nebraska; STB, MTh, Boston University School of Theology; PhD, Boston University.

Vito N. Silvestri, *Professor Emeritus, Communication Studies* (1964–1995); BS, Indiana State College; MS in Sp., Emerson College; PhD, Indiana University.

Henry J. Stonie, *Professor Emeritus, Social Science* (1957–2002); AB, Northeastern University; BD, Andover Newton Theological School; MA, EdD, Boston University.

Edna M. Ward, *Professor Emerita, Humanities and Social Sciences* (1959–1991); BA, Emerson College; MEd, Tufts University; DEd, Boston College.

Full-Time Faculty

Jonathan Aaron, *Associate Professor, Writing, Literature and Publishing* (1988); BA, University of Chicago; PhD, Yale University.

Mary Ellen Adams, *Assistant Professor, Performing Arts* (1969); BS, Valparaiso University; MS in Sp., Emerson College.

Benny Ambush, *Distinguished Producing Director-in-Residence, Performing Arts* (2008); BA, Brown University; MFA, University of California, San Diego.

John D. Anderson, *Associate Professor, Communication Studies* (1989); BA, MA, Baylor University; PhD, The University of Texas at Austin.

William Anderson, *Executive-in-Residence, Marketing Communication* (2003); MBA, The Wharton School, University of Pennsylvania.

Claire Andrade-Watkins, *Associate Professor, Visual and Media Arts* (1982); BA, Simmons College; MA, PhD, Boston University.

Pierre Archambault, *Associate Professor, Visual and Media Arts* (2002); BFA, Tufts University; MFA, The School of the Art Institute of Chicago.

Karl Baehr, *Executive-in-Residence, Marketing Communication* (2004); BA, Stephen F. Austin State University; MA, University of New Mexico; PhD, Regent University.

Elizabeth M. Baeten, *Associate Professor, Communication Studies* (1990); BA, University of Wisconsin, Green Bay; PhD, State University of New York, Stony Brook.

Amit Bajaj, *Associate Professor, Communication Sciences and Disorders* (2001); MA, University of Delhi, India; PhD, Wichita State University.

Miranda Banks, *Assistant Professor, Visual and Media Arts* (2008); BA, Stanford University; MA, PhD, University of California, Los Angeles.

Cynthia L. Bartlett, *Associate Professor, Communication Sciences and Disorders* (1985); AB, MA, Indiana University; PhD, University of Pittsburgh.

Anya Belkina, *Assistant Professor, Visual and Media Arts* (2007); BFA, Rhode Island School of Design; MFA, University of California, San Diego.

Melia Bensussen, *Chair and Associate Professor, Performing Arts* (2000); BA, Brown University.

William Beuttler, *Publisher/Writer-in-Residence, Writing, Literature, and Publishing* (2006); BA, University of Illinois, Urbana-Champaign; MS, Columbia University.

Sam Binkley, *Associate Professor, Communication Studies* (2003); BA, Empire State College; MA, City University of New York; MA, PhD, New School University.

Harlan Bosmajian, *Assistant Professor, Visual and Media Arts* (2009); BA, Western Washington University; MA, New York University.

Kevin Bright, *Executive Artist-in-Residence, Visual and Media Arts* (2006); BA, Emerson College.

Bernard Brooks, *Writer-in-Residence, Writing, Literature, and Publishing* (2006); BA, Harvard University; MFA, University of Iowa.

Amelia Broome-Silberman, *Artist-in-Residence, Performing Arts* (2002); BA, University of West Florida; MFA, Boston University.

Michael Brown, *Assistant Professor, Journalism* (1970); BA, MA, Northeastern University; JD, Suffolk University School of Law.

Cara Buckley, *Lecturer, Communication Studies* (2007); BA, Pennsylvania State University; MA, Colorado State University.

Christine Casson, *Writer-in-Residence, Writing, Literature and Publishing* (2004); BA, New York University; MA, University of Virginia; MFA, Warren Wilson College.

Yu-jin Chang, *Assistant Professor, Writing, Literature and Publishing* (2007); BA, PhD, Yale University.

Ken Cheeseman, *Artist-in-Residence, Performing Arts* (2003); Professional Training, University of Rhode Island; Professional Training, Trinity Repertory Conservatory.

Robert Colby, *Associate Professor, Performing Arts* (1977); BA, University of Michigan; MA, Eastern Michigan University; EdD, Harvard University.

Deirdre Conlon, *Scholar-in-Residence, Institute for Liberal Arts and Interdisciplinary Studies* (2007); BA, Trinity College, Dublin; MA, City University of New York; MPhil, Graduate Center, City University of New York.

Martie Cook, *Associate Professor, Visual and Media Arts* (2002); BS, MFA, Emerson College.

Angela Cook-Jackson, *Visiting Assistant Professor, Communication Studies* (2009); BA, Cedarville University; MS, University of Dayton; MPH, PhD, University of Kentucky.

Thomas Cooper, *Professor, Visual and Media Arts* (1983); BA, Harvard University; MA, PhD, University of Toronto.

John Davis, *Chair and Professor, Marketing Communication* (2009); BA, Stanford University; MBA, Columbia University.

Marsha Della-Giustina, *Associate Professor, Journalism* (1977); BA, Russell Sage College; MS, EdD, Boston University.

Lisa Diercks, *Associate Professor, Writing, Literature and Publishing* (2001); BA, Tufts University; MS, Boston University.

William Donoghue, *Associate Chair and Associate Professor, Writing, Literature and Publishing* (1997); BA, University of Calgary; MA, McGill University; PhD, Stanford University.

Kathleen Donohue, *Associate Professor, Performing Arts* (1986); BA, University of Texas; MFA, University of Iowa.

Cathryn Edelstein, *Scholar-in-Residence, Communication Studies* (2005); BS, Boston University; MA, New York University.

Timothy Edgar, *Associate Professor, Communication Sciences and Disorders* (2002); BA, Eastern Illinois University; MA, PhD, Purdue University.

David Emblidge, *Associate Professor, Writing, Literature and Publishing* (2003); BA, St. Lawrence University; MA, University of Virginia; PhD, University of Minnesota.

Heather Erickson, *Lecturer, Communication Studies* (2005); BA, University of Nebraska, Lincoln; MFA, Suffolk University.

Robin Riley Fast, *Associate Professor, Writing, Literature and Publishing* (1989); BA, University of California, Berkeley; MA, Hunter College; PhD, University of Minnesota, Twin Cities.

Ken Feil, *Scholar-in-Residence, Visual and Media Arts* (1995); BS, MA, Emerson College; PhD, The University of Texas at Austin.

L. Marc Fields, *Associate Professor, Visual and Media Arts* (2006); AB, Princeton University; MFA, New York University. (Pre-Tenure leave for Fall 2009)

Maria Flook, *Distinguished Writer-in-Residence, Writing, Literature and Publishing* (2001); BA, Roger Williams College; MFA, University of Iowa.

Peter Flynn, *Scholar-in-Residence, Visual and Media Arts* (1998); BA, Dublin City University; MA, University College, Dublin.

John Craig Freeman, *Associate Professor, Visual and Media Arts* (2002); BA, University of California, San Diego; MFA, University of Colorado, Boulder.

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Donald Fry, *Associate Professor, Visual and Media Arts* (1986); BA, MA, Bowling Green State University; PhD, The Ohio State University.

Belinda Fusté-Herrman, *Assistant Professor, Communication Sciences and Disorders* (2009); BA, Appalachian State University; MA, University of North Carolina, Greensboro; PhD, University of South Florida, Tampa.

Linda Gallant, *Assistant Professor, Communication Studies* (2007); BSJ, MA, Suffolk University; PhD, University of Nebraska, Lincoln.

Daniel Gaucher, *Assistant Professor, Visual and Media Arts* (2005); BA, University of New Hampshire; MFA, Massachusetts College of Art.

John Gianvito, *Assistant Professor, Visual and Media Arts* (2003); BFA, California Institute of the Arts; MS, Massachusetts Institute of Technology.

Phillip Glenn, *Professor, Communication Studies* (2001); BA, The University of Texas at Austin; MA, University of North Carolina, Greensboro; PhD, The University of Texas at Austin.

Flora M. González, *Professor, Writing, Literature and Publishing* (1986); BA, California State University, Northridge; MA, Pennsylvania State University; PhD, Yale University. (Sabbatical leave for Fall 2009 and Spring 2010)

Eric Gordon, *Assistant Professor, Visual and Media Arts (2004)*; BA, University of California, Santa Cruz; PhD, University of Southern California.

Amy Grill, *Producer-in-Residence, Visual and Media Arts* (2009); BS, University of Kansas.

Ruth Grossman, *Assistant Professor, Communication Sciences and Disorders* (2009); BS, MS, PhD, Boston University.

Ted Gup, *Chair and Professor, Journalism* (2009); BA, Brandeis University; JD, Case Western Reserve University School of Law.

Lise Haines, *Writer-in-Residence, Writing, Literature and Publishing* (2002); BA, Syracuse University; MFA, Bennington College.

Mary Harkins, *Associate Professor, Performing Arts* (1975); BA, St. Mary-of-the-Woods College; MA, Tufts University; PhD, Boston College.

DeWitt P. Henry, *Professor, Writing, Literature and Publishing* (1983); AB, Amherst College; MA, PhD, Harvard University.

J. Ted Hewlett, *Artist-in-Residence, Performing Arts* (2004); BA, University of California, Irvine; MFA, Brandeis University.

Sarah Hickler, *Assistant Professor, Performing Arts* (1999); BFA, Massachusetts College of Art; MFA, Boston University.

Steven Himmer, *Lecturer, Writing, Literature and Publishing* (2008); BA, University of Massachusetts Amherst; MFA, Emerson College.

Silvia Hodges, *Executive-in-Residence, Marketing Communication* (2007); MBA, Universitat Bayreuth.

Richard Hoffman, *Writer-in-Residence, Writing, Literature and Publishing* (2001); BA, Fordham University; MFA, Goddard College.

J. Edwin Hollingworth Jr., *Associate Professor, Communication Studies* (1963); BA, Dartmouth College; MA, Emerson College.

Jon Honea, *Scientist-in-Residence, Communication Sciences and Disorders* (2009); BA, University of Arkansas; MA, Portland State University; PhD, University of Washington.

William P. Huddy, *Lecturer, Communication Studies* (2009); AA, Santa Barbara City College; BA, California State University; MA, University of Colorado, Colorado Springs.

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Hassan Ildari, *Assistant Professor, Visual and Media Arts* (2009); BFA, University of Bridgeport; MFA, American Film Institute.

Vinoth Jagaroo, *Associate Professor, Communication Sciences and Disorders* (2003); BA, MA, University of Natal, South Africa; PhD, Boston University.

Patrick Johnson, *Lecturer, Communication Studies* (2007); BS, MA, Northwest Missouri State University.

Timothy F. Jozwick, *Associate Professor, Performing Arts* (1985); BA, St. Vincent College; MFA, Carnegie Mellon University.

Roy Kamada, *Assistant Professor, Writing, Literature and Publishing* (2006); BA, University of Oregon; MFA, University of Virginia; PhD, University of California, Davis. (Pre-Tenure leave for Fall 2009)

Dan Kempler, *Chair and Professor, Communication Sciences and Disorders* (2002); BA, University of California, Berkeley; MA, PhD, University of California, Los Angeles.

Sarah Kernochan, *Jane and Terry Semel Chair in Screenwriting, Visual and Media Arts* (2009).

Joseph Ketner, *Lois and Henry Foster Chair in Contemporary Art Theory and Practice, Distinguished Curator-in-Residence, Visual and Media Arts* (2008); BA, MA, Indiana University.

Suzy Kim, *Assistant Professor, Journalism* (2009); BA, University of California, Los Angeles; MA, PhD, University of Chicago.

Fredericka King, *Music Historian-in-Residence, Performing Arts* (2008); BM, Boston Conservatory; MM, New England Conservatory.

Tom Kingdon, *Associate Chair and Associate Professor, Visual and Media Arts* (1994); MA, University of Birmingham, England.

Brooke Knight, *Associate Professor, Visual and Media Arts* (2002); BA, Davidson College; MFA, California Institute of the Arts.

Cher Krause Knight, *Associate Professor, Visual and Media Arts* (2002); BA, Rutgers University; MA, New York University; MA, City University of New York; PhD, Temple University.

Janet Kolodzy, *Associate Professor, Journalism* (1999); BSJ, MSJ, Northwestern University.

Cristina Kotz Cornejo, *Associate Professor, Visual and Media Arts* (2001); BA, University of Southern California; MA, Antioch College; MFA, New York University. (Sabbatical leave for Spring 2010)

Maria Koundoura, *Associate Professor, Writing, Literature and Publishing* (1993); BA, MA, University of Melbourne; PhD, Stanford University.

David Krasner, *Associate Professor, Performing Arts* (2007); BFA, Carnegie Mellon University; MFA, Virginia Commonwealth University; PhD, Tufts University.

Scott LaFeber, *Associate Professor, Performing Arts* (2005); BA, Colgate University; MFA, The University of Texas at Austin.

Diane Lake, *Assistant Professor, Visual and Media Arts* (2006); BFA, Drake University; MA, University of Massachusetts Amherst. (Pre-Tenure leave for Spring 2010)

Gerald F. Lanson, *Associate Professor, Journalism* (1999); BA, Haverford College; MA, University of Missouri.

Mark Leccese, *Assistant Professor, Journalism* (2003); BA, University of Massachusetts Amherst; MA, Boston College.

Julie Lellis, *Assistant Professor, Marketing Communication* (2007); BA, University of Richmond; MS, PhD, University of North Carolina, Chapel Hill.

Kristin Lieb, *Assistant Professor, Marketing Communication* (2007); BA, Syracuse University; MBA, Northeastern University; PhD, Syracuse University.

Jacqueline W. Liebergott, *Professor, Communication Sciences and Disorders* (1970); BA, University of Maryland; MS, PhD, University of Pittsburgh.

Margot Livesey, *Distinguished Writer-in-Residence, Writing, Literature and Publishing* (1996); BA, University of York, England.

Gian Lombardo, *Publisher-in-Residence, Writing, Literature and Publishing* (2001); BA, Trinity College; MA, Boston University.

James Macak, *Assistant Professor, Visual and Media Arts* (2006); BA, University of Akron; MFA, Yale School of Drama. (Pre-Tenure leave for Spring 2010)

Tamara Marko, *Lecturer, Writing, Literature and Publishing* (2008); BS, Pepperdine University; MA, PhD, University of California, San Diego.

Meghan Marshall, *Assistant Professor, Writing, Literature, and Publishing* (2007); AB, Harvard University. (Professional leave for Fall 2009)

Craig Mathers, *Assistant Professor, Performing Arts* (2007); BA, Bates College; MFA, Yale School of Drama.

David L. Maxwell, *Professor, Communication Sciences and Disorders* (1966); BS, MS, PhD, Southern Illinois University.

Gail Mazur, *Distinguished Writer-in-Residence, Writing, Literature and Publishing* (1996); BA, Smith College; MA, Lesley College.

Eileen McBride, *Lecturer, Communication Sciences and Disorders* (2005); MS, Queen's University, Belfast; PhD, City University, London.

Robbie McCauley, *Professor, Performing Arts* (2000); BA, Howard University; MA, New York University.

Kim McLarin, *Writer-in-Residence, Writing, Literature and Publishing* (2003); AB, Duke University.

Tracy McLauglin-Volpe, *Assistant Professor, Communication Sciences and Disorders* (2007); BA, MA, Paedagogische Hochschule Heidelberg; PhD, State University of New York, Stony Brook.

Pablo Medina, *Professor, Writing, Literature and Publishing* (2009); AB, MA, Georgetown University.

Maurice Methot, *Associate Professor, Visual and Media Arts* (2000); MA, Brown University.

Kim Millea, *Executive-in-Residence, Marketing Communication* (2009); BS, State University of New York, Geneseo; MA, New York University.

Alisa Morgan, *Faculty-in-Residence, Communication Sciences and Disorders* (2009); BS, University of Massachusetts Amherst; MS, University of Wisconsin, Madison; PhD, University of Kansas.

Paul Niwa, *Assistant Professor, Journalism* (2001); BA, University of California, Riverside; MS, Columbia University.

Robert Orchard, *Stephen Langley Chair in Theatre Management and Production, Performing Arts* (2009); BA, Middlebury College; MFA, Yale University.

William Orem, *Writer-in-Residence, Writing, Literature and Publishing* (2007); BA, Hampshire College; MFA, PhD, Indiana University.

Wyatt Oswald, *Assistant Professor, Communication Sciences and Disorders* (2006); BA, Dartmouth College; MS, PhD, University of Washington. (Pre-Tenure leave for Fall 2009)

Pamela Painter, *Professor, Writing, Literature and Publishing* (1987); BA, Pennsylvania State University; MA, University of Illinois.

Jon Papernick, *Writer-in-Residence, Writing, Literature and Publishing* (2007); BA, York University; MFA, Sarah Lawrence College.

Emmanuel Paraschos, *Professor, Journalism* (1998); BJ, MA, PhD, University of Missouri.

Elizabeth Parfitt, *Lecturer, Writing, Literature and Publishing* (2007); BA, Pennsylvania State University; MFA, Emerson College.

Mark Parker, *Assistant Professor, Communication Sciences and Disorders* (2005); BA, San Diego State University; MS, Portland State University; PhD, Louisiana State University.

Robert Patton-Spruill, *Artist-in-Residence, Visual and Media Arts* (2007); BA, MS, Boston University.

J. Gregory Payne, *Associate Professor, Communication Studies* (1983); BA, MA, University of Illinois; MPA, Kennedy School of Government, Harvard University; PhD, University of Illinois.

Scott Pinkney, *Assistant Professor, Performing Arts* (2004); BFA, Boston University. (Pre-Tenure leave for Fall 2009)

Joshua Polster, *Assistant Professor, Performing Arts* (2007); BS, MA, Ohio University; PhD, University of Washington.

Douglas Quintal, *Executive-in-Residence, Marketing Communication* (2000); BA, Bates College; MA, Emerson College.

Nejem Raheem, *Assistant Professor, Marketing Communication* (2009); BA, Bennington College; MA, PhD, University of New Mexico.

Kathryn Ramey, *Assistant Professor, Visual and Media Arts* (2004); BA, Evergreen State College; MFA, PhD, Temple University.

Ladette Randolph, *Director and Editor-in-Chief of* Ploughshares *and Distinguished Publisher-in-Residence* (2009); BA, MA, PhD, University of Nebraska, Lincoln.

Frederick Reiken, *Associate Professor, Writing, Literature and Publishing* (1999); BA, Princeton; MFA, University of California, Irvine.

Tim Riley, *Journalist-in-Residence, Journalism* (2009); BM, Oberlin Conservatory; MM, Eastman School of Music.

Jan Roberts-Breslin, *Associate Professor, Visual and Media Arts* (1990); BA, University of Delaware; MFA, Temple University.

Melinda B. Robins, *Associate Professor, Journalism* (1996); BA, University of Bridgeport; MA, University of Wisconsin, Madison; PhD, University of Georgia.

John Rodzvilla, *Electronic Publisher-in-Residence, Writing, Literature and Publishing* (2009); BA, Skidmore College.

Magda Romanska, *Assistant Professor, Performing Arts* (2006); BA, Stanford University; MA, PhD, Cornell University. (Pre-Tenure leave for Spring 2010)

James Rowean, *Executive-in-Residence, Marketing Communication* (2004); BA, Boston College; MA, Michigan State.

Robert Sabal, *Associate Professor, Visual and Media Arts* (1997); BS, MFA, Northwestern University.

Eiki Satake, *Associate Professor, Communication Sciences and Disorders* (1988); BA, University of California; EdM, MS, EdD, Columbia University.

Eric Schaefer, *Chair and Associate Professor, Visual and Media Arts* (1992); BA, Webster University; MA, PhD, The University of Texas at Austin.

Roxanne Schroeder-Arce, *Assistant Professor, Performing Arts* (2006); BS, Emerson College; BFA, The University of Texas at Austin. (Pre-Tenure leave for Spring 2010)

Murray M. Schwartz, *Professor, Writing, Literature and Publishing* (1997); BA, University of Rochester; MA, PhD, University of California, Berkeley.

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Jeffrey Seglin, *Associate Professor, Writing, Literature and Publishing* (1999); BA, Bethany College; MTS, Harvard University.

Michael E. Selig, *Associate Professor, Visual and Media Arts* (1986); BS, MA, University of Texas; PhD, Northwestern University.

Jane M. Shattuc, *Professor, Visual and Media Arts* (1989); BA, Indiana University; MA, PhD, University of Wisconsin, Madison.

Lauren R. Shaw, *Associate Professor, Visual and Media Arts* (1972); BVA, Georgia State University; MFA, Rhode Island School of Design.

Maureen Shea, *Professor, Performing Arts* (1988); BA, Clark University; MA, University of Connecticut; PhD, The Ohio State University.

James L. Sheldon, *Associate Professor of Visual and Media Arts* (1996); BA, Cornell University; MS, Massachusetts Institute of Technology.

Diana Sherry, *Scholar-in-Residence, Institute for Liberal Arts and Interdisciplinary Studies* (2007); BS, University of New Mexico; PhD, Harvard University.

Stephen Shipps, *Associate Professor, Visual and Media Arts* (1971); AB, Dartmouth College; EdD, Harvard University.

Carole Simpson, *Leader-in-Residence, Journalism* (2007); AB, University of Illinois.

John Skoyles, *Professor, Writing, Literature and Publishing* (1994); BA, Fairfield University; MA, MFA, University of Iowa.

Tulasi Srinivas, *Assistant Professor, Communication Studies* (2007); BA, Bangalore University; MA, University of Southern California; PhD, Boston University.

Tracey Stark, *Assistant Professor, Communication Studies* (2002); BA, Regis University; MA, PhD, Boston College.

Jean Stawarz, *Associate Professor, Visual and Media Arts* (1999); BS, Boston University; MFA, Goddard College.

Tracy Strauss, *Lecturer, Writing, Literature and Publishing* (2006); BA, State University of New York, Geneseo; MFA, Boston University.

Douglas Struck, *Associate Chair and Journalist-in-Residence, Journalism* (2009); BA, Pennsylvania State University.

Stephen Terrell, *Artist-in-Residence, Performing Arts* (2003).

Daniel E. Tobin, *Chair and Professor, Writing, Literature and Publishing* (2002); BA, Iona College; MTS, Harvard University; MFA, Warren Wilson College; PhD, University of Virginia.

Mirta Tocci, *Artist-in-Residence, Institute for Liberal Arts and Interdisciplinary Studies* (2001); MA, Instituto Beato Angelico in Buenos Aires.

Robert Todd, *Associate Professor, Visual and Media Arts* (2000); BA, Tufts University; BFA, School of the Museum of Fine Arts; MFA, Tufts University. (Sabbatical leave for Fall 2009)

Jessica Treadway, *Associate Professor, Writing, Literature and Publishing* (1998); BA, State University of New York, Albany; MA, Boston University.

John Trimbur, *Professor, Writing, Literature and Publishing* (2007); BA, Stanford University; MA, PhD, State University of New York, Buffalo.

Paul Turano, *Artist-in-Residence, Visual and Media Arts* (2006); BA, Hampshire College; MFA, Massachusetts College of Art.

Elisabeth Vanzura, *Executive-in-Residence, Marketing Communication* (2009); BS, Kettering University; MBA, Harvard University.

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Amy Vashlishan Murray, *Assistant Professor, Communication Sciences and Disorders* (2009); BA, College of Holy Cross; PhD, Harvard University.

Bradford Verter, *Historian-in-Residence, Journalism* (2008); BA, Columbia University; MA, PhD, Princeton University.

Allen Vietzke, *Lecturer, Communication Studies* (2007); BS, MA, Eastern Michigan University.

Thomas G. Vogel, *Associate Professor, Marketing Communication* (2002); BS, University of Applied Sciences for the Printing and Media Industries, Stuttgart; BFA, MFA, Academy of Fine Arts, Stuttgart. (Sabbatical leave for Spring 2010)

Julie Volkman, *Instructor, Communication Sciences and Disorders* (2009); BA, The Pennsylvania State University; MA, Michigan State University.

Wendy Walters, *Associate Professor, Writing, Literature and Publishing* (1999); BA, Brown University; MA, University of Pennsylvania; PhD, University of California, San Diego.

Shujen Wang, *Associate Professor, Visual and Media Arts* (1998); BA, The Chinese Culture University, Taiwan; MS, Indiana University; PhD, University of Maryland, College Park.

Cathy Waters, *Lecturer, Marketing Communication* (2007); BS, University of Vermont; MBA, Boston College.

Daniel Weaver, *Publisher/Editor-in-Residence, Writing, Literature and Publishing* (2007); BA, Earlham College.

Michael Weiler, *Associate Professor, Communication Studies* (1989); BS, University of Utah; MA, PhD, University of Pittsburgh.

Marc Weinberg, *Screenwriter-in-Residence, Visual and Media Arts* (2009); BA, Rutgers University; MFA, University of California, Los Angeles.

Richard West, *Chair and Professor, Communication Studies* (2008); BA, MA, Illinois State University; PhD, Ohio State University.

William Scott Wheeler, *Associate Professor, Performing Arts* (1989); BA, Amherst College; MFA, PhD, Brandeis University.

Douglas Whynott, *Associate Professor, Writing, Literature and Publishing* (2000); BA, MFA, University of Massachusetts Amherst.

Erika Williams, *Scholar-in-Residence, Institute for Liberal Arts and Interdisciplinary Studies* (2005); BA, Wellesley College; MA, PhD, University of Pennsylvania.

Marlena Yannetti, *Dancer-in-Residence, Performing Arts* (1982); BS, Boston University.

J. Stephen Yarbrough, *Professor, Writing, Literature and Publishing* (2009); BA, MA, University of Mississippi; MFA, University of Arkansas.

Mako Yoshikawa, *Assistant Professor, Writing, Literature and Publishing* (2005); BA, Columbia University; MPhil, Oxford University; ABD, University of Michigan. (Professional leave for Fall 2009 and Spring 2010)

Seounmi Han Youn, *Associate Professor, Marketing Communication* (2003); BS, MA, Korea University; PhD, University of Minnesota. 19

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Part-Time Faculty

Michelle Abadia, *Part-Time Faculty, Writing, Literature and Publishing* (2008); BA, Boston College; MA, Tufts University, MM, New England Conservatory.

David Abel, *Part-Time Faculty, Journalism* (2007); BA, University of Michigan; MS, Northwestern University.

David Akiba, *Part-Time Faculty, Visual and Media Arts* (1993); BA, University of Massachusetts Amherst; MFA, Rhode Island School of Design.

Jane Akiba, *Part-Time Faculty, Visual and Media Arts* (1999); BS, Boston University.

Margaret Aloi, *Part-Time Faculty, Visual and Media Arts* (2000); BA, State University of New York, Geneseo; MFA, University of Massachusetts Amherst.

William Anderson, *Part-Time Faculty, Visual and Media Arts* (2008); BA, University of California, Los Angeles.

Joe Antoun, *Part-Time Faculty, Performing Arts* (2001); BS, The Pennsylvania State University; MA, Emerson College.

Morgan Baker, *Part-Time Faculty, Writing, Literature and Publishing* (1985); BA, Vassar College; MA, Emerson College.

John Barnard, *Part-Time Faculty, Writing, Literature and Publishing* (2004); BA, Yale University; MA, Johns Hopkins University.

Gina Beck, *Part-Time Faculty, Performing Arts* (2000); BM, University of Saskatchewan; MM, Boston Conservatory.

Derek Beckwith, *Part-Time Faculty, Marketing Communication* (2004); BA, University of Massachusetts Lowell.

Michael Bent, *Part-Time Faculty, Writing, Literature and Publishing* (1988); BS, Emerson College.

Steven Beeber, *Part-Time Faculty, Institute for Liberal Arts and Interdisciplinary Studies* (2008); BA, MFA, University of Massachusetts Amherst.

MaryEllen Beveridge, *Part-Time Faculty, Writing, Literature and Publishing* (1988); BA, Southern Connecticut State University; MA, Middlebury College; MFA, University of Iowa.

Thomas Bicki, *Part-Time Faculty, Communication Sciences and Disorders* (2003); BS, University of Rhode Island; MS, PhD, Iowa State University.

Gaynor Blandford, *Part-Time Faculty, Writing, Literature and Publishing* (1989); BA, University of York, England; MA, Purdue University; PhD, Tufts University.

Brynna Bloomfield, *Part-Time Faculty, Performing Arts* (2003); BFA, School of Visual Arts, New York; MFA, Brandeis University.

Jonathan Boroshok, *Part-Time Faculty, Marketing Communication* (2002); AA, Union County College; BS, Emerson College; MBA, Northeastern University.

Barry Brodsky, *Part-Time Faculty, Writing, Literature and Publishing* (1998); BA, University of Massachusetts Boston; MFA, Brandeis University.

Leslie Brokaw, *Part-Time Faculty, Writing, Literature and Publishing* (2000); BA, Wesleyan University.

Gail Burton, *Part-Time Faculty, Performing Arts* (2005); BA, Harvard College.

James Byrne, *Part-Time Faculty, Writing, Literature and Publishing* (2006); BA, MA, PhD, University College, Cork.

Delia Cabe, *Part-Time Faculty, Journalism* (2005); BA, MS, Boston University.

Marc Cantor, *Part-Time Faculty, Journalism* (2008); BA, Clark University; JD, Suffolk University School of Law.

Christina Carlson, *Part-Time Faculty, Writing, Literature and Publishing* (2005); AB, Harvard University; MA, Stanford University.

Kathleen Carr, *Part-Time Faculty, Writing, Literature and Publishing* (2008); BA, College of Holy Cross.

Claudia Castaneda, *Part-Time Faculty, Institute for Liberal Arts and Interdisciplinary Studies* (2006); BA, Wellesley College; PhD, University of California, Santa Cruz.

Nicole Cerra, *Part-Time Faculty, Performing Arts* (2000); BFA, Emerson College.

Frederic Chartier, *Part-Time Faculty, Marketing Communication* (2003); BBA, MBA, The University of Texas at Austin.

Mark Chesak, *Part-Time Faculty of Visual and Media Arts* (2008); BA, University of Massachusetts Amherst.

Andrew Clarke, *Part-Time Faculty, Performing Arts* (2003); BA, Marlboro College; MFA, Brandeis University.

Robert Clinkscale, *Part-Time Faculty, Journalism* (1982); BA, Leland Powers School.

James Conley, *Part-Time Faculty, Communication Studies* (2004); BS, University of Southern Maine.

Rebecca Cook, *Part-Time Faculty, Visual and Media Arts* (2007); BA, Bates College.

Rosemary Corbin-Cummings, *Part-Time Faculty, Visual and Media Arts* (2001); BA, Chestnut Hill College; MA, University of College, Dublin; MFA, Boston University.

Leslie Cormier, *Part-Time Faculty, Visual and Media Arts* (2002); MCRP, Rutgers University; MA, PhD, Brown University.

Brian Cronin, *Part-Time Faculty, Writing, Literature and Publishing* (2002); BA, University of Massachusetts Amherst; MA, San Francisco State University; PhD, Tufts University.

Owen Curtin, *Part-Time Faculty, Visual and Media Arts* (2002); BA, Emerson College.

Eric Michael Dale, *Part-Time Faculty, Communication Studies* (2007); BM, University of Central Arkansas; MA, Southwestern Seminary; MTS, Harvard University; PhD, Boston University.

Henry Dane, *Part-Time Faculty, Visual and Media Arts* (2005); BFA, Massachusetts College of Art.

Shannon Derby, *Part-Time Faculty, Writing, Literature and Publishing* (2005); BA, George Washington University; MFA, Emerson College.

Johnny Diaz, *Part-Time Faculty, Journalism* (2008); BA, Florida International University.

David Doms, *Part-Time Faculty, Visual and Media Arts* (2000); BM, Boston University.

William Dreyfus, *Part-Time Faculty, Visual and Media Arts* (2008); BA, Pennsylvania State University.

Bridget Driscoll-Tendler, *Part-Time Faculty, Journalism* (2008); BA, University of Massachusetts Amherst; MA, Emerson College.

Robert Dulgarian, *Part-Time Faculty, Institute for Liberal Arts and Interdisciplinary Studies* (2000); AB, Harvard University; MA, Stanford University.

Judith Dunaway, *Part-Time Faculty, Visual and Media Arts* (2008); BS, Hunter College; MA, Wesleyan University; PhD, State University of New York, Stony Brook.

Jean Dunoyer, *Part-Time Faculty, Visual and Media Arts* (2007); BS, Massachusetts Institute of Technology.

Gary Durham, *Part-Time Faculty, Performing Arts* (1998); BM, University of Delaware.

Robb Eason, *Part-Time Faculty, Communication Studies* (2007); BA, University of New Hampshire.

Lance Eaton, *Part-Time Faculty, Institute for Liberal Arts and Interdisciplinary Studies* (2008); AS, North Shore Community College; BA, Salem State College; MA, University of Massachusetts Boston; MPA, Suffolk University.

Sean Edgecomb, *Part-Time Faculty, Performing Arts* (2008); BA, University of Maine; MA, Emerson College.

Karen English, *Part-Time Faculty, Writing, Literature and Publishing* (2000); BA, Barat College; MA, Tufts University.

Jennifer Farrell, *Part-Time Faculty, Performing Arts* (2004); BA, Tufts University.

James Finn, *Part-Time Faculty, Visual and Media Arts* (2008); BA, University of Arizona; MFA, Rensselaer Polytechnic Institute.

Catherine Flanagan, *Part-Time Faculty, Marketing Communication* (2008); AB, Emmanuel College; MS, Simmons College.

Alan Foucault, *Part-Time Faculty, Visual and Media Arts* (2003); AA, Northern Essex Community College; BA, Bradford College; MS, Boston University.

Fred Francis, *Part-Time Faculty, Writing, Literature and Publishing* (2006); BA, The University of Texas at Dallas.

Klaus Gensheimer, *Part-Time Faculty, Marketing Communication* (2006); BA, University of Illinois; MS, Northwestern University.

David Gerzof, *Part-Time Faculty, Marketing Communication* (2003); BA, Boston University; MA, Emerson College.

Richard Gilman, *Part-Time Faculty, Performing Arts* (1995); BA, University of Maryland; MFA, University of South Carolina.

Jared Gordon, *Part-Time Faculty, Visual and Media Arts* (2008); BFA, New York University.

Todd Gordon, *Part-Time Faculty, Performing Arts* (1988); BM, University of Arkansas; MM, New England Conservatory.

Margaret Gorrill, *Part-Time Faculty, Performing Arts* (2004); BA, State University of New York, Empire; MA, Emerson College.

Julia Goryuchkina, *Part-Time Faculty, Visual and Media Arts* (2003); BA, Berklee College of Music.

Helena Gourko, *Part-Time Faculty, Communication Studies* (2004); BA, MA, Belorussian University; PhD, Boston University.

Michelle Graham, *Part-Time Faculty, Writing, Literature and Publishing* (2001); BA, The University of Texas at Austin; MFA, Middlebury College.

Gary Gramigna, *Part-Time Faculty, Communication Sciences and Disorders* (1997); AA, Keystone Junior College; BEd, Indiana University of Pennsylvania; MS, University of Arizona.

Wende Grass, *Part-Time Faculty, Communication Sciences and Disorders* (1997); BS, Saint Andrews; MS, Western Maryland College.

Laurel Greenberg, *Part-Time Faculty, Visual and Media Arts* (2006); BA, Brown University.

Steven Grossman, *Part-Time Faculty, Visual and Media Arts*, 1996, BA, MA, Boston University; MFA, University of Southern California.

Melissa Gruntkosky, *Part-Time Faculty, Writing, Literature and Publishing* (2006); BFA, Emerson College; Certificate, Massachusetts College of Art.

Richard Harrison, *Part-Time Faculty, Marketing Communication* (2002); BA, Evergreen State College.

Kathryn Hassinger, *Part-Time Faculty, Performing Arts* (2008); BA, Skidmore College; MA, Goddard College; MAT, Boston College.

Lisa Haverty, *Part-Time Faculty, Marketing Communication* (2008); AB, Dartmouth College; MS, PhD, Carnegie Mellon University.

Michael Heppner, *Part-Time Faculty, Writing, Literature and Publishing* (2007); BFA, New York University; MFA, Columbia University.

Stephanie Heroux, *Part-Time Faculty, Performing Arts* (2008); BA, Boston University.

Arden Hill, *Part-Time Faculty, Communication Sciences and Disorders* (2004); BS, Boston University; MS, University of Wisconsin, Madison.

Daniel Hnatio, *Part-Time Faculty, Visual and Media Arts*, 1999, BSSp, Emerson College; EdM, Boston University.

John Hodge, *Part-Time Faculty, Institute for Liberal Arts and Interdisciplinary Studies* (2006); BA, Hampshire College; MA, PhD, Tufts University.

Eric Hofbauer, *Part-Time Faculty, Performing Arts* (2000); BM, Oberlin Conservatory; MM, New England Conservatory.

Ellen Howards, *Part-Time Faculty, Writing, Literature and Publishing* (2004); BA, University of Massachusetts Amherst; MA, Emerson College.

David Hoyle, *Part-Time Faculty, Communication Studies* (2002); BA, Boston College; MBA, Babson College.

Julie Humphreys, *Part-Time Faculty, Writing, Literature and Publishing* (2007); BA, Western New England College; MA, University of Massachusetts Boston.

Pierre Hurel, *Part-Time Faculty, Writing, Literature and Publishing* (1997); BA, Berklee College of Music.

Joseph Hurka, *Part-Time Faculty, Writing, Literature and Publishing* (1989); BA, Bradford College; MFA, University of Iowa.

Stephen Iandoli, *Part-Time Faculty, Journalism* (2006); BS, Villanova University; MS, Boston University.

Suzy Im, *Part-Time Faculty, Marketing Communication* (2003); BA, Saint Bonaventure; MA, Emerson College.

Beth Ineson, *Part-Time Faculty, Writing, Literature and Publishing* (2006); BA, University of New Hampshire.

Jonathan Irwin, *Part-Time Faculty, Writing, Literature and Publishing* (2006); BA, University of Michigan; MFA, Emerson College.

Hannah Johnston, *Part-Time Faculty, Visual and Media Arts* (2006); BA, Norwich School of Art and Design; PhD, Anglia Polytechnic University.

Alden Jones, *Part-Time Faculty, Writing, Literature and Publishing* (2000); BA, Brown University; MA, New York University; MFA, Bennington College.

Christopher Keane, *Part-Time Faculty, Writing, Literature and Publishing* (1985); BA, MA; University of Maryland.

Joanne Keaveney, *Part-Time Faculty, Communication Sciences and Disorders* (2000); BS, Framingham State College; MS, Boston University.

David Kelleher, *Part-Time Faculty, Visual and Media Arts* (2000); BS, Rensselaer Polytechnic; MA, Emerson College.

Spencer Kimball, *Part-Time Faculty, Communication Studies* (2002); BA, MA, University of Hartford.

Robert Knight, *Part-Time Faculty, Visual and Media Arts* (2006); BA, Yale University; MFA, Massachusetts College of Art.

Brian Knoth, *Part-Time Faculty, Visual and Media Arts* (2004); BA, State University of New York, Geneseo; MA, Emerson College; MA, Brown University.

David Kociemba, *Part-Time Faculty, Visual and Media Arts* (2000); MS, Boston University.

Joseph Kolbe, *Part-Time Faculty, Visual and Media Arts* (2007); BFA, School of the Museum of Fine Arts.

Kathleen Kouril-Greiser, *Part-Time Faculty, Journalism* (2003); BA, Harvard University; Certificate, New York University.

John Krivit, *Part-Time Faculty, Visual and Media Arts* (2006); BA, University of Michigan; MEd, Argosy University.

Sean Lanigan, *Part-Time Faculty, Writing, Literature and Publishing* (2006); BA, Bowdoin College; MFA, Emerson College.

Dennis Lanson, *Part-Time Faculty, Visual and Media Arts* (1999); BA, Haverford College; MFA, Columbia University.

Lisa Lavoie, *Part-Time Faculty, Communication Sciences and Disorders* (2004); AB, Harvard University; MA, PhD, Cornell University.

Lester Lee, *Part-Time Faculty, Journalism* (2007); BA, Antioch College; MA, Johns Hopkins University; MA, Harvard University.

Raymond Liddell, *Part-Time Faculty, Writing, Literature and Publishing* (2001); AB, Harvard College; MA, Bryn Mawr College.

Brendan Lynch, *Part-Time Faculty, Journalism* (2008); BA, University of Massachusetts Amherst; MA, Emerson College.

Christopher Mahoney, *Part-Time Faculty, Journalism* (2008); BS, Emerson College.

Irene Mahoney-Paige, *Part-Time Faculty, Journalism* (2008); BS, Emerson College.

Barry Marshall, *Part-Time Faculty, Performing Arts* (1999); BA, University of Massachusetts Boston.

Roberto Martinez Mighty, *Part-Time Faculty, Visual and Media Arts* (2007); BA, Boston University.

Travis Maruska, *Part-Time Faculty, Visual and Media Arts* (2007); BFA, University of North Dakota; MFA, Chapman University.

James McCormack, *Part-Time Faculty, Writing, Literature and Publishing* (2006); BA, University of Massachusetts Boston.

Brian McNamee, *Part-Time Faculty, Visual and Media Arts* (2008); BS, Old Dominion University.

Thomas McNeely, *Part-Time Faculty, Writing, Literature and Publishing* (1995); BA, The University of Texas at Austin; MFA, Emerson College.

Brian McNeil, *Part-Time Faculty, Visual and Media Arts* (1997); BA, York University; BFA, MFA, Concordia University.

Cynthia Miller, *Part-Time Faculty, Institute for Liberal Arts and Interdisciplinary Studies* (2002); BA, Southern Connecticut University; MA, University of South Carolina.

Kevin Miller, *Part-Time Faculty, Writing, Literature and Publishing* (1985); BFA, Emerson College; MFA, University of Iowa.

Wendy Mnookin, *Part-Time Faculty, Writing, Literature and Publishing* (2008); BA, Radcliffe College; MFA, Vermont College.

Matthew Mosher, *Part-Time Faculty, Visual and Media Arts* (2007); BA, MA, Boston College; MFA, Emerson College.

Edward Moss, *Part-Time Faculty, Writing, Literature and Publishing* (2004); BA, The Pennsylvania State University; MFA, Emerson College.

William Mott, *Part-Time Faculty, Performing Arts* (2002); MA, PhD, Tufts University.

Bethany Nelson, *Part-Time Faculty, Performing Arts* (2000); BS, Emerson College; MEd, Harvard University.

Robert Nesson, *Part-Time Faculty, Visual and Media Arts* (2005); BS, Boston University.

John Newton, *Part-Time Faculty, Marketing Communication* (2004); BA, University of Massachusetts Amherst.

Matthew Noferi, *Part-Time Faculty, Visual and Media Arts* (2008); BA, Providence College; MFA, Boston University.

Linda O'Brien, *Part-Time Faculty, Performing Arts* (2005); BA, University of California, Santa Barbara; MFA, Brandeis University.

Chad O'Connor, *Part-Time Faculty, Communication Studies* (2003); BA, University of Massachusetts Amherst; MA, Emerson College.

Courtney O'Connor, *Part-Time Faculty, Performing Arts*; BA, Cabrini College; MA, Emerson College.

Kurt Odenwald, *Part-Time Faculty, Visual and Media Arts* (2008); BA, Universidad Externado de Colombia; MFA, Brooklyn College.

Diane Pansen, *Part-Time Faculty, Visual and Media Arts* (2002); MEd, Antioch, New England; MA, The University of Texas.

Benjamin Papendrea, *Part-Time Faculty, Communication Sciences and Disorders* (2000); BS, University of Massachusetts Lowell.

Carol Parikh, *Part-Time Faculty, Writing, Literature and Publishing* (2000); BA, University of Chicago; MA, University of Washington.

Anthony Phelps, *Part-Time Faculty, Performing Arts* (2006); BA, St. Cloud State University; MFA, Minnesota State University.

Nicole Pierce, *Part-Time Faculty, Performing Arts* (2000); BA, Tufts University; MM, Boston University.

Jane Pierce Saulnier, *Part-Time Faculty, Communication Studies* (1993); BS, MA, Emerson College.

Elisabeth Price, *Part-Time Faculty, Writing, Literature and Publishing* (2006); BA, Miami University; MFA, Emerson College.

Andre Puca, *Part-Time Faculty, Visual and Media Arts* (2007); BA, Cornell University; MFA, Boston University.

Camilo Ramirez, *Part-Time Faculty, Visual and Media Arts* (2006); AA, International Fine Arts College; AA, Miami Dade Community College; BFA, Florida International University; MFA, Massachusetts College of Art.

Marnie Reed, *Part-Time Faculty, Communication Sciences and Disorders* (2005); BS, West Chester University; EdD, EdM, Boston University.

David Richwine, *Part-Time Faculty, Journalism* (2005); BA, Northeastern University; MS, Columbia University.

Jacqueline Romeo, *Part-Time Faculty, Performing Arts* (1996); BA, Rider University; MA, Emerson College; PhD, Tufts University.

Michael Rosovsky, *Part-Time Faculty, Writing, Literature and Publishing* (1999); BA, Duke University; MA, Lesley College; MFA, Bennington College.

Anna Ross, *Part-Time Faculty, Writing, Literature and Publishing* (2008); BA, Mount Holyoke College; MFA, Columbia University.

Jason Roush, *Part-Time Faculty, Institute for Liberal Arts and Interdisciplinary Studies* (1999); BA, Emerson College; MA, Boston University.

Laurie Ruskin, *Part-Time Faculty, Journalism* (2002); AB, University of Michigan; MEd, Harvard University; JD, Northeastern University.

Nancy Salzer, *Part-Time Faculty, Visual and Media Arts* (2000); BA, Columbia University; MFA, Massachusetts College of Art.

Mehmet Sanlikol, *Part-Time Faculty, Performing Arts* (2007); BM, Berklee College of Music; MM, DMA, New England Conservatory.

Henry Santoro, *Part-Time Faculty, Visual and Media Arts* (2000); AA, Northeast College of Communications.

Rebecca Saraceno, *Part-Time Faculty, Writing, Literature and Publishing* (2006); BA, San Diego State University; MA, Emerson College.

Peter Seronick, *Part-Time Faculty, Marketing Communication* (2008); AA, Dean College; BS, Emerson College.

Peter Jay Shippy, *Part-Time Faculty, Writing, Literature and Publishing* (1991); BFA, Emerson College; MFA, University of Iowa.

R. Scott Shupert, *Part-Time Faculty, Communication Sciences and Disorders* (2000); BS, Springfield College.

Jeff Silva, *Part-Time Faculty, Visual and Media Arts* (2006); BS, Ithaca College.

Thomas Smith, *Part-Time Faculty, Communication Studies* (1989); BA, MA, Emerson College.

Thomas Smithyman, *Part-Time Faculty, Communication Sciences and Disorders* (2008); BS, Santa Clara University; MA, Suffolk University.

Sunil Swaroop, *Part-Time Faculty, Performing Arts* (2003); MFA, Tufts University.

John Teopaco, *Part-Time Faculty, Marketing Communication* (2004); BA, University of Minnesota; MBA, University of Minnesota; DBA, Harvard University.

Thomas Todisco, *Part-Time Faculty, Visual and Media Arts* (2007); AS, Grahm Junior College.

Danell Tomasella, *Part-Time Faculty, Communication Studies* (1995); BS, MA, Emerson College.

Rex Trailer, *Part-Time Faculty, Visual and Media Arts* (1982).

Mark van Bork, *Part-Time Faculty, Visual and Media Arts* (2003); BM, Berklee College of Music.

Karla Vallance, *Part-Time Faculty, Journalism* (2007); BA, Michigan State University.

Spiro Veloudos, *Part-Time Faculty, Performing Arts* (2004); BFA, Emerson College.

Nancy Vincent, *Part-Time Faculty, Communication Sciences and Disorders* (1993); BS, Gallaudet University; MS, Western Maryland.

Maruta Vitols, *Part-Time Faculty, Visual and Media Arts* (2008); BA, Wellesley College; MA, New York University; PhD, Ohio State University.

Meta Wagner, *Part-Time Faculty, Institute for Liberal Arts and Interdisciplinary Studies* (2000); BA, Brown University; MFA, Emerson College.

Lissa Warren, *Part-Time Faculty, Writing, Literature and Publishing* (2003); BS, Miami University; MFA, Bennington College.

Aleksander Wierzbicki, *Part-Time Faculty, Communication Studies* (1986); BS, Emerson College; MFA, Boston University.

Steven Yakutis, *Part-Time Faculty, Performing Arts* (1999); BA, Tufts University; MA, Emerson College.

Carol Zurek, *Part-Time Faculty, Communication Sciences and Disorders* (2008); AA, Golden West College; BS, Springfield College.

(as of July 2009)

Administrative Staff*

Academic Advising Center

Lynn Butkovsky, MA; Director
Laurie Edelman, MEd; Associate Director
Sara Jacques, MA; Assistant Director
Jeffrey Pierce, MA; Assistant Director
Allyson Ramsey, MA; Administrative Assistant

Academic Affairs

Jill Davidson, MA; Senior Administrative Associate
Anne Doyle, MA; Executive Director of Academic Administration
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Linda Moore, PhD; Vice President
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Richard Zauft, MFA; Associate Vice President and Dean of Graduate Studies

Administration and Finance

John Donohoe, MSF; Associate Vice President, Finance
David Ellis, PhD; Vice President
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Admission (Graduate)

Kristin Burke, MA; Director
Monika Pinto, MA; Assistant Director/International Coordinator
Justina White, BA; Assistant Director

Admission (Undergraduate)

Ronn Beck, MA; Special Assistant to the Director
Sara Brookshire, BSSp; Senior Assistant Director
Kathy Cheng, BA; Department Assistant
Victoria Colabufo, BA; Department Assistant
Timothy Douglas, BS; Assistant Director
Ian Flynn, BFA; Department Assistant
Christopher Grant, BA; Assistant Director
Mardi Klein, MA; Assistant Director
Melissa Marois, BS; Administrative Assistant
Paul Mills, BMus; Assistant Director
Sara S. Ramirez, MALS; Director
Geoffrey Tarulli, BFA; Department Assistant
Christopher Wright, BA; Senior Assistant Director
Lisa Yaeger, BA; Assistant Director
Christopher Zissi, BA; Assistant Director

School of the Arts

Kristin Dana, BA; Administrative Assistant
Adam Greenfield, MFA; Operations Coordinator
Grafton Nunes, MFA, MPh; Dean

Athletics

Jessica Adams, MA; Assistant Director
Michael Blanchard, BA; Head Coach, Lacrosse
Roger Crosley, MS; NCAA Compliance Coordinator
Corey Dawkins, MS; Head Athletic Trainer
William Gould Jr., MS; Head Coach, Women's Basketball
Craig Letourneau, BA; Head Coach, Volleyball
Philip McElroy Jr., Head Coach, Softball
Stanford Nance, BA; Assistant Director/Recruiting Coordinator
Kristin Parnell, MEd, MA; Director
Shannon Roberts, BA; Athletic Facilities Operations and Equipment Manager
Henry Smith, Head Coach, Men's Basketball

Business Services

Karen A. Dickinson, MEd; Assistant Director
Thomas Doyle, BS; Assistant Director
Andrew Mahoney, BS, BA; Director

Career Services

Matthew Cardin, MS; Associate Director
Geraldine Garvin, MEd; Assistant Director, School of Communication
Kenneth Mattsson, MS; Assistant Director, Graduate Students and Alumni
Sarah Peterson, BA; Administrative Assistant
Matthew Small, MEd; Assistant Director, School of the Arts

Carol Spector, MEd; Director
Anna Umbreit, MS; Assistant Director/Internship Coordinator

School of Communication

Janis Andersen, MA; Dean
Diego Salazar, Administrative Associate
Jonathan Satriale, BA; Technology Manager

Department of Communication Sciences and Disorders

Lynn Conners, MS; Clinical Instructor
Gilbert Forsyth, BA; Administrative Assistant
Laura Glufling-Tham, MS; Clinical Instructor
Daniel Kempler, PhD; Chair
Seton Lindsay, MS; Clinical Instructor
Shelley Lipschultz, MS; Clinical Instructor
Phyllis Meyers, Administrative Assistant
Betsy Micucci, MS; Director of Clinical Programs
Donnamarie Ott, BS; Administrative Assistant
Marie Rimshaw, MA; Clinical Instructor
Sandra Cohn Thau, MA; Director of Clinical Education and Program Director for Teacher Education

Department of Communication Studies

Tracy (Xiao) Tan, BA; Administrative Assistant
Richard West, PhD; Chair

Office of the Controller

Johanna Acevedo, Accounts Payable Specialist
Irene Belostotskaya, Data Entry Clerk
Linda Best, BS; Payroll Coordinator
Vanessa Bloodworth, Accounts Payable Specialist
Claudia Borden, MS; Assistant Controller
Kristin Burns, MBA; Controller
April A. Jones, MA; Director of Disbursements
Irina Korogodsky, BS; Staff Accountant
Sandy Li Lu, BS; Cashier
Stephanie Price, BS; Staff Accountant
Andy Vidal, MBA; Assistant Controller

Counseling Center

Ryan Aylward, PsyD; Staff Psychologist
Jennifer Brandel, MSW; Staff Social Worker
Patricia Challan, PsyD; Assistant Director
Maureen Crowley, BA; Department Assistant
Erica Eckman, MSW; Staff Social Worker
Cheryl Rosenthal, PsyD; Director

Cutler Majestic Theatre

Richard Brenner, MFA; Chief Stage Technician/Audio
Annie Gibbons, BS; Ticketing Manager
Christina Harrington, MSEd; Assistant Theatre Manager
Weston Keifer, Chief Stage Technician, Lighting
Craig Melzer, MFA; Ticket Seller
Lance Olson, MFA; Theatre Manager
Warren West, BA; Technical Director

Center for Diversity in the Communication Industries

Gloria Noronha, MA; Administrative Assistant
William Smith, EdD; Executive Director

Enrollment Management

M.J. Knoll-Finn, MBA; Vice President
Mary Kovalski, BA; Senior Administrative Associate
Michael Petroff, BA; Assistant Director, Marketing Communication

European Center, Kasteel Well

Rob Dückers, PhD Candidate; Assistant Director, Administration and Management
Justin Kruger, BA; Resident Coordinator
Til Lamberts, BA; Office Manager/Bookkeeper
Chester Lee, PhD; Assistant Director, Academic Support Services
Dulcia Meijers, PhD; Executive Director
Huber Simons, Facility Manager
Sun Ah van den Elzen, BFA; Resident Coordinator

Facilities Management

Reina Alvarenga, Custodian
Cynthia Athanas, Service Coordinator
George Barsanti, BS; Trades Mechanic
David Carr, Trades Mechanic
Nestor Carranza, Manager of Custodial Services
Efrain Chicas, Custodian
Jose Cirino, Custodian
Jorge Coronado, Crew Chief
Ana Carmen Cruz, Custodian
Robert Foye, Trades Mechanic
Maurice Gagnon, BA; Trades Mechanic
Ricardo Galdamez, Custodian
Clara Gaviria, Custodian
Maria Guerra, Custodian
Laureano Ibanez, Trades Mechanic
Joseph Knoll, Crew Chief
Neal Lespasio, MBA; Director
Daniel Lopez, Custodian
David Maclean, Custodian
Geraldine McGowan, MFA; Administrative Assistant
Carl Narsasian, AA; Facilities Plan Room Coordinator
Thomas O'Brien, BA; Trades Mechanic
Ernesto Osorio, Custodian
Richard Petraglia, Associate Director
Marcos Pleitez, Custodian
Maria Portillo, Custodian
Anthony Presutti, Crew Chief
Amy Puls, BA; Business Manager
Angel Rivera, Custodian
Ramiro Soto, Custodian
John Vanderpol, BS; Crew Chief
Maria Ventura, Custodian

General Counsel

Christine Hughes, JD; Vice President/General Counsel
Kathleen McLaughlin, BA; Senior Administrative Associate
Betsy Facher Rauch, JD; Associate General Counsel

Government and Community Relations

Mary E. Higgins, MA; Community Relations Coordinator
Margaret A. Ings, MS; Associate Vice President

Graduate Studies

Maria Figueroa, MA; Administrative Associate
Eric Matthews, BA; Administrative Assistant
Donna Schroth, EdD; Director
Richard Zauft, MFA; Associate Vice President and Dean of Graduate Studies

Center for Health and Wellness

Elaine Arnold, MSN, APRN-C; Nurse Practitioner
Deborah Engler, MSW; Coordinator of Wellness Education
Robyn L. Kievit, RD/LD, APRN, BC; Nurse Practitioner/ Licensed Dietitian
Margaret Peterson, BA; Advanced Practice Clinician
Mary Powers, MSN, APRN-C; Nurse Practitioner, Director
Tracy Tuplin, Clinical Coordinator

Housing and Residence Life

Seth Grue, MEd; Assistant Director
Dave Haden, MS; Associate Dean
Brad Hinton, MEd; Student Affairs Associate
Charles Krebs, MA; Residence Director
Jonathan Kroll, MS; Residence Director
Michael Schmidt, BA; Assistant Residence Hall Director
Mary Wegmann, MEd; Assistant Director

Human Resources and Affirmative Action

Gwendolyn Bates, MS; Associate Vice President
Candace Carter-Smalley, Associate Director
Angel Feng, Human Resources Assistant
Richard Matthews, Payroll Coordinator
Donna Sutherland, BA; Associate Director, Benefits

Office of Information Technology

Sofia Belenky, AS; Maintenance Technician
Corinna Brock, Senior Administrative Associate
Neil Davin, MSSp; Manager of Technology Support Services
Ben Denton, Help Desk Coordinator
Frankie Frain, BA; Lab Support Services Analyst
William Gilligan, EdD; Vice President
Richard Grossman, BS; Director of Networking and Telecommunications
Maria Gurenich, BA; Database System Administrator
Robin Hoyt, MA; Applications Specialist
Anne Isakson, MBA; Programmer/Analyst
Michael Jessen, BA; Technology Support Technician
Bret Kulakovich, MA; Lab Operations Manager
William Lynch, BS; Senior Programmer/Analyst
William Mahoney, Network Systems Manager
Peter Paradise, BS; Technology Support Technician
Gregory Pretti, BFA; Lab Services Coordinator
Bryce Riner, BS; Systems Analyst
Justin Sharifipour, BS: Information Analyst
Lauren Smith, MTS; Programmer/Analyst
Mengfong Tan, MA; User Services Representative
Derek Thomas, BS; Director of Information Systems
Adam Travis, MFA; Network and Information Security Manager

Center for Innovation in Teaching and Learning

Claude Bartholomew, BS; Administrative Associate
Suzanne Hinton, MA; Associate Director of Service Learning
Karen St. Claire, PhD; Director

Institutional Advancement

Robert Ashton, MS; Vice President
Cathy Black, MS; Director, Major Gifts
Leona Burgess, MBA; Director of Advancement Services
Michael Charewicz, MS; Prospect Researcher
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Cheryl Crounse, BA; Director, Annual Giving
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Indrani Sen, MS; Instructional Technologist II

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David Griffin, MA; Director

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Colleen Kelly, BS; Administrative Assistant

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Nicole Brown, MLS; Coordinator of Instruction
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Christina Dent, BA; Cataloger/Acquisitionist
Robert Fleming, MLS; Executive Director
Joshua Jackson, BA; Reference Librarian
Beth Joress, MLS; Assistant Director, Information Services
Laura McCune-Poplin, BA; Instruction Librarian
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Elena O'Malley, MSLIS; Assistant Director/ Technology and Access Services
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Vincent Lobono, MS; Field Manager, Rotch Field
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Shannon Glaser, BA; Assistant Director
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Bryan How, BA; Department Assistant
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Christel Lauritzen, BA; EL Loan and Processing Coordinator
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Christopher Serwacki, BA; Administrative Assistant
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Telecommunications

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Hugh S. Gilbert, Telecommunications Manager

Television, Radio, and Film

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David Charles, Electronic Maintenance Technician
Peter Chvany, EdM, MS; Digital Post-Production Facilities Manager
Robert Cusumano, MA; Assistant Supervisor, Digital Post-Production Facilities
April Grivois, BA; Administrative Assistant
Christina Hunt, BA; Interim Film Post-Production Facilities Manager
Heather Hutzler, MA; Assistant Manager, EDC
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Patrick Labadia, BA; Video Center Manager
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Timothy S. MacArthur, BS; Manager, Journalism TV Facilities
Michael Mayo, BA; Audio Technical Support Specialist
Timothy McKenna, BA; Equipment Distribution Center Manager
Oscar Ormaechea, BSc; Electronic Maintenance Technician
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*as of 4/29/09

Policy Statements

Accreditation

Emerson College is accredited by the New England Association of Schools and Colleges, Inc., a nongovernmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association: New England Association of Schools and Colleges, The Sanborn House, 15 High Street, Winchester, MA 01890, 617-729-6762. The programs of Communication Sciences and Disorders, and Performing Arts also offer Massachusetts Department of Education-Approved Programs leading to teacher certification.

Notice Regarding the Contents of This Catalogue

Emerson College attempts to ensure that the material published in the catalogue is accurate at the time of publication. However, the information contained in this catalogue does not constitute a contract between the College and its students. Emerson College reserves the right to correct or change any provision or requirement in this catalogue at any time. The College specifically reserves the right to change its tuition rates and other financial charges. The College also specifically reserves the right to rearrange its courses and class hours, to drop courses for which registration falls below the required minimum enrollment, and to change teaching assignments.

For further information, contact:
Office of Academic Affairs
Emerson College
120 Boylston Street
Boston, MA 02116-4624

Statement of Nondiscrimination

Emerson College admits qualified students of any race, color, religion, national and ethnic origin, sex, sexual orientation, gender identity, age, or disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. Emerson College does not unlawfully discriminate on the basis of race, color, religious beliefs, national and ethnic origin, sex, sexual orientation, gender identity, age, disability, or any other category protected by law, in the administration of its educational policies, admission policies, scholarship and loan programs, athletic programs, or other College-administrated programs. Individuals with questions or concerns about the College's nondiscrimination policy may contact Emerson College's Associate Vice President for Human Resources and Affirmative Action at Emerson College, 120 Boylston Street, Boston, MA 02116-4624, 617-824-8580.

Massachusetts General Laws provide that any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, study, or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he/she may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of these provisions.

Students' Right to Privacy (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law which states that (a) the College must have a written institutional policy governing education records and (b) that the College make available a statement of adopted procedures covering the privacy rights to students. FERPA provides that the College will maintain the confidentiality of student education records and permit student access to them in accordance with law.

FERPA Definition of Records

FERPA defines education records as any information recorded in any way, including but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche which contains information directly related to a student and which are maintained by Emerson College or a person acting for the College. A student is any individual who is or has been in attendance at the College. A student's attendance commences upon the individual's acceptance of admission and payment of the required deposit. The term "education record" does not include records of instructional, supervisory, and administrative personnel, and educational personnel ancillary thereto that are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute; records on a student who is 18 years of age or older that are created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in a professional or paraprofessional capacity, or assisting in that capacity and in connection with the provision of treatment to the student, and are not available to anyone other than persons providing such treatment, provided, however, that such records can be personally reviewed by a physician or other appropriate professional of the student's choice; records of students as employees unless the employment results from the employee's status as a student; and alumni records (records that are created or received by the College after an individual is no longer a student and that are not directly related to the individual's attendance as a student).

Access to Records

No one outside the College shall have access to, nor will the College disclose students' education records without the written consent of students except as permitted by FERPA. FERPA-permitted disclosures include, but are not limited to, disclosures to College officials with legitimate educational interests, persons or organizations providing students financial aid, accrediting agencies carrying out their accrediting function, parents of a student who is their "dependent" for federal tax purposes, and persons in connection with a health or safety emergency. The College's decision to release information that is covered by a FERPA exception is discretionary with the College. Emerson College will also release information in compliance with a judicial order or lawfully issued subpoena. In most cases the College will make a reasonable attempt to notify the student of the order or subpoena in advance of compliance at the student's last known address.

A "school official" is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

As required by federal law, the College also responds to requests for information under the Solomon Amendment, the USA Patriot Act, and the Violent Crime Control and Law Enforcement Act of 1994.

Disclosure of Education Records with Student's Consent

The College will disclose a student's education records at a student's request when the College receives a signed and dated written consent from the student that specifies (i) the records that may be disclosed; (ii) the purpose for which they may be disclosed; and (iii) the persons or classes of persons to whom they may be disclosed. The College will comply with requests only after using reasonable methods to identify and authenticate the identity of the student and the designated recipients of the education records.

Directory Information

At its discretion the College may provide Directory Information in accordance with the provisions of the Act to include: Name, Local Address, Permanent Address, Name of Parent(s)/Guardian(s), Local Phone Number, Dates of Attendance, Degrees Earned, Dates of Degrees, Awards/Honors/Scholarships, Majors, Sports and Activities, Height and Weight of Members of Athletic Teams, Advisor, Minors, and Computer User Name. It should be known that it is the College's choice to release information, and careful consideration is given to all requests to insure that the information is not released indiscriminately. A student may withhold all Directory Information by notifying the Registrar's Office in writing.
Requests for non-disclosure will be honored by the institution until the Registrar's Office is notified in writing by the student to remove the action.

Review Process

FERPA provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panel are unacceptable. The Registrar's Office and the Dean of Students' Office have been designated by the institution to coordinate the inspection and review procedures for student education records. Students wishing to review their education records must make written requests to the Registrar or the Dean of Students listing the item or items of interest. Records covered by FERPA will be made available within 45 days of the request. All documents will be reviewed in the presence of a designated official. Any document a student may see he/she may have copies of, unless a financial hold exists, the document involves another person, or the student has waived his/her right to access. These copies will be made at the student's expense.

Restricted Information

As outlined by FERPA, a student may not inspect and review the following: financial information submitted by parent(s)/guardian(s); letters of recommendation to which the student has waived the rights of inspection and review; records upon which admission decisions were made; or education records containing information about more than one student, in which case the institution will permit access only to the part of the record which pertains to the inquiring student. The institution is not required to permit a student to inspect and review confidential letters and recommendations placed in the files prior to January 1, 1975, provided the letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Challenge Procedures

A student who believes that the education records contain information that is inaccurate or misleading or otherwise in violation of his/her privacy or other rights may discuss the problem informally with the Registrar or Dean of Students. If the decisions are in agreement with the student's requests, the appropriate records will be amended. If not the student will be notified within a reasonable period of time that the records will not be amended, and the student will be informed by the Registrar or Dean of Students of the right to a formal hearing. A request for a formal hearing must be made in writing to the Registrar who, within a reasonable period of time after receiving such a request, will inform the student of the date, place, and time of the hearing. The student may present evidence relevant to the issues raised and may be assisted or represented by a person of the student's choice. The hearing panel that will adjudicate such challenges will be the Vice President for Administration and Finance, the Registrar if the challenge concerns a document maintained by the Dean of Students, the Dean of Students if the challenge concerns a document maintained by the Registrar, two faculty members selected by the Faculty Assembly, and two student members selected by Student Government. No member of the hearing panel may have a direct interest in the outcome of the hearing.

Decisions of the hearing panel will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panel if the decisions are in favor of the student. If the decision is unsatisfactory to the student, the student may place with the education record statements commenting on the information in the records or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education record, maintained as a part of the student record, and released whenever the record in question is disclosed.

A student has the right to submit a written complaint to the Family Policy Compliance Office, U.S. Department of Education, Washington, D.C. 20202-4605, if the student believes that the College has violated the student's right under the Family Education Rights and Privacy Act. Revisions, clarifications, and changes may be made in this policy at any time and without prior notice.

Additionally, the Family Compliance Office (FPCO) may, on its own initiative, investigate a potential FERPA violation "when no complaint has been filed or a complaint has been withdrawn." Investigative and Enforcement Provisions (34 C.F.R. 99.62-99.67)

Annual Notification

Students will be notified of their FERPA rights annually by publication in the Student Handbook, Academic Catalogue, and the Registrar website: *emerson.edu/registrar*.

Types, Locations, and Custodians of Education Records

Following is a list of the types of records that the College maintains, their locations, and their custodians.

Admission Records
Office of Undergraduate Admission
120 Boylston Street, 5th Floor
Custodian: Vice President for Enrollment

Cumulative Academic Records
Registrar's Office
216 Tremont Street, 2nd Floor
Custodian: Registrar

Health Records
Center for Health and Wellness
216 Tremont Street, 3rd Floor
Custodian: Director of the Center for Health and Wellness

Financial Aid Records
Financial Aid Office
216 Tremont Street, 4th Floor
Custodian: Director of Student Financial Services

Financial Records
Student Accounts Office
216 Tremont Street, 4th Floor
Custodian: Director of Student Financial Services

Placement Records
Career Services
216 Tremont Street, 6th Floor
Custodian: Director of Career Services

Progress Records or Advising Records
Faculty Office, Individual Offices, or
Advising Center
216 Tremont Street, 6th Floor
Custodian: Instructor, Advisor

Disciplinary Records
Office of the Dean of Students
Campus Center
150 Boylston Street, 2nd Floor
Custodian: Dean of Students

Policy, Practices, and Procedures Regarding Students with Disabilities

Emerson College is committed to providing qualified students with disabilities equal access to the College's programs, activities, and services, while maintaining the high standards of achievement that are essential to the integrity of the College's programs and services. In advancing these dual aims, the College will ensure that its policies, practices, and procedures conform to federal and state statutes and regulations. The College's philosophy is one of independence and self-determination. Students with disabilities—just like all students—have control over their lives here at Emerson and are ultimately responsible for making decisions about the choices available to them at the College.

Governing Law (Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990)

Two federal statutes govern the rights of individuals with disabilities and apply to students with disabilities attending Emerson College. Section 504 of the Rehabilitation Act of 1973 states that no "otherwise qualified person" with a disability can be excluded from, denied the benefits of, or be subjected to discrimination under any program or activity within an institution that receives federal financial aid. The Americans with Disabilities Act (ADA) defines a person with a disability as any individual who (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of such an impairment, or (3) is perceived by others as having such an impairment. The ADA applies to Emerson College, both as a place of public accommodation and as an employer. Taken together, Section 504 and the ADA require institutions of higher education to provide equal access to educational opportunities to otherwise qualified persons with disabilities.

Rights and Responsibilities of Students with Disabilities

Emerson students with disabilities (as defined under the ADA) have the right to the following:

- Equal access to the College's programs, activities, and services
- Reasonable accommodations, academic adjustments, and/or auxiliary aids and services that they may need to have equal access to the College's programs, activities, and services
- Appropriate confidentiality of information concerning their disability as required by federal and state law
- Reasonably accessible and available information concerning the College's disability services

Emerson students with disabilities have the responsibility to do the following:

- Meet the College's qualifications and maintain essential technical, academic, and institutional standards
- Inform the College's Disability Services Office (DSO) if they require an accommodation to have equal access to any of the College's programs, activities, or services

- Provide the DSO with appropriate documentation indicating how their disability limits their participation in any of the College's programs, activities, and services
- Follow the DSO's procedures for requesting and obtaining reasonable accommodations, academic adjustments, and/or auxiliary aids and services

Rights and Responsibilities of the College

Emerson College has the right to do the following:

- Maintain the College's academic standards
- Enforce the College's Code of Conduct
- Request and receive appropriate documentation supporting students' requests for accommodation, academic adjustments, and/or auxiliary aids and services
- Defer action on a student's request for accommodation until the student provides appropriate documentation supporting the existence of his or her claimed disability and the appropriateness of the requested accommodation(s)
- Offer students the most cost-effective accommodations, academic adjustments, and/or auxiliary aids and services that are responsive to the student's particular needs
- Decline to provide an accommodation that would require a waiver or alteration of an essential element of a course or program, provided that the appropriate academic officer or department chair first identifies the course or program's essential elements and concludes that the requested accommodation is incompatible with the essential elements of the course or program
- Refuse to provide a requested accommodation, adjustment, and/or auxiliary aid and service, if providing the requested accommodation would impose an undue burden on the College

Emerson College has the responsibility to do the following:

- Provide information to students concerning the resources and services available for students with disabilities and provide that information in accessible formats upon request
- Ensure that the College's programs, activities, and services, when viewed in their entirety, are accessible to qualified students with disabilities in an integrated and appropriate setting
- Work with students who request accommodations to identify reasonable and effective accommodations for each student's needs within the context of a particular course or program's essential elements
- Respond to all requests for accommodation in a timely manner
- Provide reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for students with disabilities
- Maintain appropriate confidentiality of the student's documentation, records, and communications in accordance with federal and state law

Process for Making Accommodation Requests

Emerson's Disability Services Office (DSO) offers' services to qualified students with documented physical, medical, visual, hearing, learning, or psychiatric disabilities. The Disability Services Coordinator is the College's primary contact person for all students with disabilities. All student requests for accommodations must be directed to and evaluated by the Disability Services Coordinator.

Although the College does not require Emerson students with disabilities to register with the DSO, students must contact the DSO if they choose to request an accommodation or would like to take advantage of the DSO's services. When making requests for accommodations, students should remember that it takes time for the College to arrange accommodations. Therefore, if a student's requests are not made in a timely manner, the College cannot guarantee that accommodations will be provided when needed. For example, the College requires sufficient time to arrange for accommodations such as sign interpreters, texts in alternative formats, or possibly altering room assignments. Students who wish to request test accommodations should also note that professors often want to know about a student's need for test accommodations early in the semester so alternative arrangements can be made in advance of any exams.

Students who request accommodations will be asked to provide the DSO with recent and appropriate documentation of their disability, and why their requested accommodation is necessary. A qualified professional must prepare the documentation. After submitting this documentation to the DSO, a student must make an appointment to meet with the Disability Services Coordinator, where they will review together the documentation and the student's requests for accommodations. After reviewing a student's request for accommodation(s) and the supporting documentation, the Coordinator will decide whether or not the student is eligible to receive the requested, or some alternative accommodation(s), and will inform the student in writing of this decision. The DSO also will inform the student in writing of his or her right to appeal the DSO's decision.

Location and Contact Information

The Disability Services Office is located at 216 Tremont Street on the fifth floor. The Disability Services Coordinator can be reached by email at *dso@emerson.edu* or by telephone at 617-824-8415. The mailing address is Disability Services Office, Emerson College, 120 Boylston Street, Boston, MA 02116. Additional information concerning the philosophy, policies, and procedures pertinent to disability services can be found at *emerson.edu/disability_services*. Students should contact the DSO with any and all questions or concerns.

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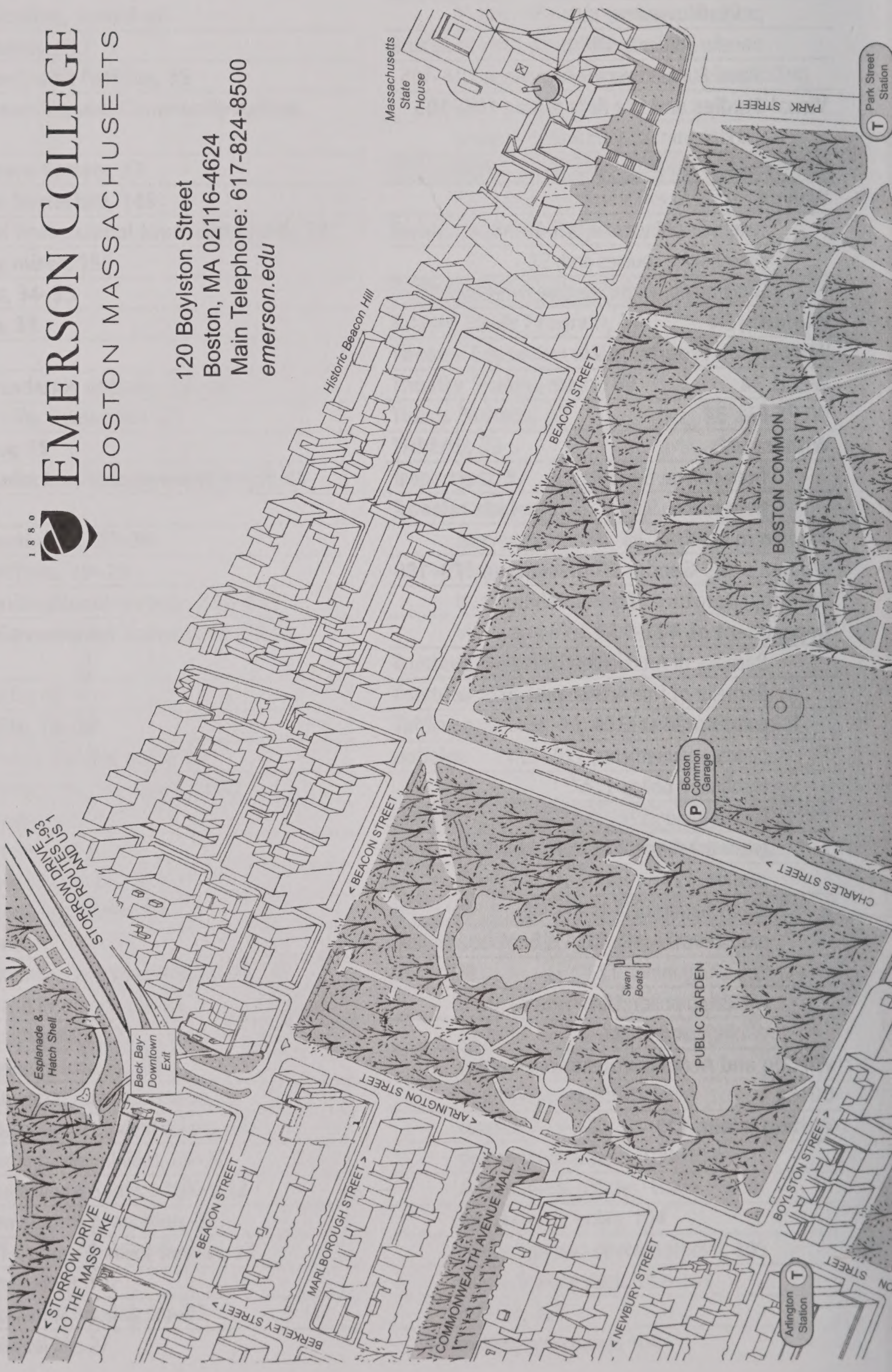

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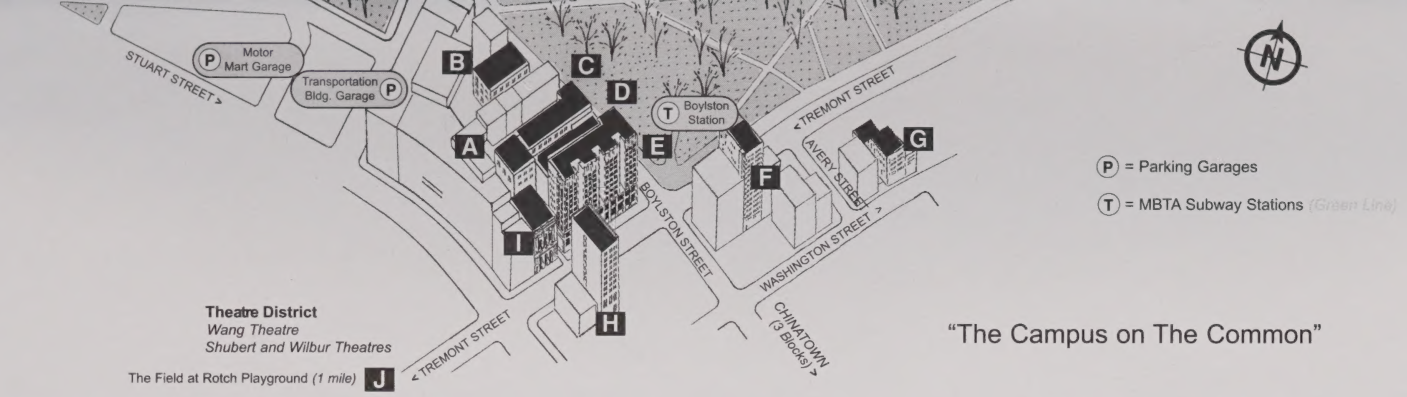

"The Campus on The Common"

A: Tufte Performance & Production Center
10 Boylston Place
Admission Visitor Center
Greene and Semel Theaters
Huret & Spector Gallery
Makeup Lab, Costume Shop
Performing Arts Department
Television Studios
Theatre Design/Tech Center

B: Piano Row Residence Hall and Max Mutchnick Campus Center
150 Boylston Street
Athletics Office
Brown-Plofker Gymnasium
Dean of Students
Multicultural Student Affairs
Off-Campus Student Services
Professional Studies & Special Programs (Continuing Ed.)
Student Activities
Student Life

C: Walker Building
120 Boylston Street
Academic Computing
Alumni Relations
Center for Spiritual Life
Communication Studies Department
Honors Program
Institute for Liberal Arts & Interdisciplinary Studies
Institutional Advancement
Iwasaki Library
Journalism Department
Levy Marketing Suite
Marketing Communication Department
Public Affairs

D: Colonial Building
100 Boylston Street
Residence Hall
Mail Services

E: Little Building
80 Boylston Street
Residence Hall
Dining Service
Film-Video Equipment Center
Fitness Center
Housing & Residence Life
Print and Copy Services
Public Safety
Student Service Center

F: Ansin Building
180 Tremont Street
Academic Affairs
Administration and Finance
Graduate Studies
Information Technology
Media Services Center
President's Office
Visual & Media Arts Department
WERS radio
Writing, Literature & Publishing Department
Career Services
Center for Health & Wellness
Communication Sciences & Disorders Department
Counseling Center
International Student Affairs
Registrar
Student Financial Services
Writing & Academic Resource Center

G: Paramount Center Restoration
(future site, 2010)

H: 216 Tremont Street
Advising Center
Bill Bordy Theater

I: Cutler Majestic Theatre

J: Rotch Field, Albany & Randolph streets

6/08

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Office of Undergraduate Admission

Mailing Address
120 Boylston Street
Boston, MA 02116-4624

Office Location
Admission Visitor Center
10 Boylston Place, Boston

Telephone
617-824-8600

Fax
617-824-8609

Email
admission@emerson.edu

Web
emerson.edu/admission

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